California Online Public Schools (CalOPS) Board Meeting Agenda

Jan 24th, 2023 3:30pm - 5:30pm PST

I. Meeting Notice

3:30pm

CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366

CalCA SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675

23091 Arden Street, Lake Forest, CA 92630

1201 Cara Road, Dinuba, CA 93618

8422 Madison Avenue, Fair Oaks, CA 95628

3753 W. Norberry Street, Lancaster, CA 93536

32946 Calle San Marcos San Juan Capistrano, 92675

9423 Reseda Blvd. Apt#230, Northridge, CA 91324

5716 Owl's Nest Drive, Santa Rosa, CA 95409

This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Deborah Larson at (949) 461-1667 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

II. Call to Order – E. Pavlich

III. Ratification of Board Actions Taken from September 27, 2022 to October 25, 2022 (attached) - E. Pavlich

CalOPS Ratification of Board Actions_220927 to 221025.pdf

IV. Roll Call – E. Pavlich

V. Public Comment

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the

School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the school's "Governance" page at https://www.connectionsacademy.com/california online-school/about/school-board.

VI. Routine Business

a. Approval of Agenda – E. Pavlich

VII. Oral Reports

a. Superintendent's Report (MSRs attached) – R. Savage

- California Connections Academy Southern California (2).pdf
- California Connections Academy Northern California (2).pdf
- California Connections Academy North Bay (2).pdf
- California Connections Academy Monterey Bay (2).pdf
- California Connections Academy Central Valley (2).pdf
- California Connections Academy Central Coast (2).pdf

b. Principals' Reports (attached)

- CalCA Principals' Report January 22-23 (1).pdf

1. Elementary School – M. White

2. Middle School – H. Tamayo

3. High School – K. Mannix

c. CalCA Financial Report (attached) – L. Carter

- Financial Report CalCA January 2023.docx.pdf

1. Consolidated Financial Report (attached)

- ####California Online Public Schools December 2023 Financials####.pdf

2. CalCA Central Coast Financial Report (attached)

- CalCEN December 2022 Close File Board.pdf

3. CalCA Central Valley Financial Report (attached)

- Central Valley December 2022 Close File Board.pdf

4. CalCA Monterey Bay Financial Report (attached)

- CalMB December 2022 Close File Board.pdf

5. CalCA North Bay Financial Report (attached)

- North Bay December 2022 Close File Board.pdf

6. **CalCA Northern California Financial Report (attached)**

   NorCal December 2022 Close File Board.pdf

7. **CalCA Southern California Financial Report (attached)**

   SoCal December 2022 Close File Board.pdf

8. **1099 Update**

d. **Policy and Compliance Report - D. Hertzler**

1. **P1 Attendance Reporting Update**

2. **Form 700 Reminders**

/III. **Consent Items**

a. **Approval of Minutes from the December 6, 2022 Board Meeting (attached)**

   CalOPS Meeting Minutes_221206_For Board Review.pdf

b. **Approval of Staffing Report (attached)**

   CalOPS Staffing Report 1.2023.pdf

c. **Approval of Pearson Invoice(s) (attached)**

   SoCal December 2022 Invoice and Support.pdf
   SoCal November 2022 Invoice and Support.pdf
   NorCal December 2022 Invoice and Support.pdf
   NorCal November 2022 Invoice and Support.pdf
   CalCan December 2022 Invoices and Support.pdf
   CalCan November 2022 Invoices and Support.pdf
   CalMB December 2022 Invoice and Support.pdf
   CalMB November 2022 Invoice and Support.pdf
   Central Valley December 2022 Invoice and Support.pdf
   Central Valley November 2022 Invoice and Support.pdf
   Central Coast December 2022 Invoice and Support.pdf
   Central Coast November 2022 Invoice and Support.pdf

d. **Approval of School Accountability Report Cards (SARC) - (attached)**

   Ltr 2021-22 SARC Web Application (1).pdf
   2022_School_Accountability_Report_Card_California_Connections_Academy_Monterey_Bay_20230117.pdf
   2022_School_Accountability_Report_Card_California_Connections_Academy_Central_Coast_20230117.pdf
   2022_School_Accountability_Report_Card_California_Connections_Academy_Central_Valley_20230117.pdf
   2022_School_Accountability_Report_Card_California_Connections_Academy_Northern_California_20230117.pdf
   2022_School_Accountability_Report_Card_California_Connections_Academy_North_Bay_20230117.pdf

2022_School_Accountability_Report_Card_California_Connections_Academy_Southern_California_20230117 (1).pdf

e. **Approval of 2023-2024 Master Agreement (attached)**

23-24 CalCA Master Agreement_w_TeachersSig_Final_1.13.23.pdf

IX. **Action Items**

a. **Approval of Outreach Recruitment Targets and Board Resolution Regarding Enrollment Limits for the 2023-2024 School Year (attached) - R. Savage**

CalOPS Resolution for Enrollment Limits for 2023-24 .pdf

X. **Information Items**

a. **State Accountability Update – L. Dombek**

1. **School Enhancement Target (SET) Quarter One (attached)**

SET Data Review Q1 2223 Board Meeting.pdf

b. **Legislative Update (attached) – R. Romero / D. Hertzler**

CalCA Board January Policy Update.pdf

c. **School Success Partner (SSP) Update – L. Johnson**

d. **Academic Success Partner (ASP) Update – C. Sanchez Reyes**

e. **Sponsoring District(s) Update – R. Savage**

XI. **CLOSED SESSION - Brown Act; Cal. Gov't Code §54957(b) – to consider appointment, employment, evaluation of performance, discipline of an employee, Title: Executive Director of California Connections Academies (attached) - C. Sanchez Reyes**

SL Rubric_CA.pdf

XII. **Adjournment and Confirmation of the Next Meeting on Tuesday, February 28, 2023 at 3:30 pm PT**

END
5:30pm

APPROVED 10/25/2022

California Online Public Schools (CalOPS)

Board Meeting Minutes

DATE: Tue September 27th, 2022

TIME: 3:30pm - 5:30pm PDT

CalCA North Bay School Phone: (707) 232-5470 School Fax: (707) 987-5570
CalCA Central Valley School Phone: (559) 571-2300 School Fax: (559) 746-0497
CalCA Central Coast School Phone: (661) 230-9820 School Fax: (661) 568-0053
CalCA Monterey Bay School Phone: (831) 200-1006 School Fax: (831) 401-2669
CalCA Northern California School Phone: (209) 253-1208 School Fax: (209) 253-0406
CalCA Southern California School Phone: (949) 461-1667 School Fax: (949) 240-7895

Teleconference: 800-504-8071 Access Code: 843-8063#

I. Call to Order

In Ms. Pavlich's absence, Mr. Henjum called the meeting to order at 3:36 pm when all participants were present and able to hear each other. It was noted that both the SoCal and NorCal offices were open for in person attendance by members of the public.

II. Roll Call

Board Members Present at Roll Call: Mike Henjum, Diana Rivas, Adam Pulsipher, and Paul Hedrick (all via phone);

Board Members Absent: Elaine Pavlich;

Guests Present: Franci Sassin, and Lachelle Carter (in person at CalCA Southern California); Richie Romero, Deputy Superintendent; Leslie Dombek, Tara Mannix, Dan Hertzler, and Heather Tamayo, School staff; Laura Johnson, Melissa Brown, Donna Kozub, and Heather Woodward, Pearson Virtual Schools staff (all via phone).

III. Public Comment

There were no public comments at this time.

IV. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted by September 20th, 2022 in compliance with the Brown Act requirements. There being no

changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the September 27, 2022 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously via a roll call vote.

V. Public Hearing on the Conflict of Interest Code

Dr. Sassin announced the commencement of the public hearing at 3:42 pm on the Conflict of Interest Code. Dr. Sassin noted that the changes would be discussed later in the meeting. Mr. Henjum asked if there were any members of the public wishing to address the Conflict of Interest Code. There being no further discussion and no members of the public in attendance, the Board closed the public hearing at 3:43 pm and resumed the regular session of the meeting.

VI. Oral Reports

a. Superintendent's Report

1. Back to School Activities Update

Mr. Romero provided the Board with an update on back-to-school activities, including staff professional development.

2. Enrollment and Staffing Update

Mr. Romero reviewed with the Board the current enrollment and staffing update. He noted that Dr. Sassin will be leaving the school at the end of the week and thanked her for her years of service.

[Tara Mannix joined the meeting at 3:44 pm]

3. 2022 Graduate Updates

Mr. Romero provided an unofficial update on the 2022 graduates rates at this time.

b. Principals' Reports

Mr. Henjum asked if the Board had any questions or comments on the written reports. There were no questions from the Board at this time.

1. Elementary School

Mr. White asked the Board whether they had any questions or comments on the written report received by the Elementary School Principal, Mr. White. There were no questions from the Board at this time.

2. Middle School

Ms. Tamayo asked the Board whether they had any questions or comments on the written report received by the Middle School Principal, Ms. Tamayo. There were no questions from

the Board at this time.

3. High School

Ms. Mannix asked the Board whether they had any questions or comments on the written report received by the High School Principal, Ms. Mannix. There were no questions from the Board at this time.

c. CalCA Financial Report

Ms. Carter reviewed the financial report with the Board, as included within the Board meeting materials. She specifically highlighted changes in the financials and forecasted expenses since the last meeting's review. Ms. Carter further discussed details of recent bank account transactions, and set up recently completed for school leadership changes.

1. Consolidated Financial Report

Ms. Carter provided the Board with an update on all the CalCA School's financials. Ms. Pavlich asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

2. CalCA Central Coast Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Coast financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

3. CalCA Central Valley Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Valley financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

4. CalCA Monterey Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Monterey Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

5. CalCA North Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA North Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

6. CalCA Northern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Northern California Financial Report financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

7. CalCA Southern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Southern California Financial Report financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

d. Policy and Compliance Report

Dr. Sassin reviewed with the Board some new procedures surrounding the Independent Study Policy and the required notices associated with that revised process.

1. Audit Update

Dr. Sassin provided the Board with an update on the 2022-2023 Annual Audit process completed to date, the ongoing efforts, and expected timeline for Board consideration. She noted that Ms. Carter will begin to manage that process along with team members at Pearson who support the schools.

VII. Consent Items

Mr. Henjum asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

a. Approval of Minutes from the August 23, 2022 Board Meeting;
b. Approval of Staffing Report ;
c. Approval of Pearson Invoice(s);
d. Ratification of Unaudited Actuals for Fiscal Year Ending June 30, 2022;
e. Approval of 2022-2023 Base Salaries and Incentive Package and Career Ladder Positions ;
f. Approval of CalOPS Employee Handbook Revision(s); ResidencyRequirements Update ; are hereby approved.

The motion was approved unanimously via a roll call vote.

[Adam Pulsipher joined the meeting at 4:01 pm]

VIII. Action Items

a. Approval of Closing Enrollment for the 2022-2023 School Year on February 3, 2023

Mr. Romaro reviewed with the Board the school's annual process of closing enrollment and the reasons for closing enrollment and the impact it can have on the students success. Mr. Romaro reviewed the proposed date of February 3, 2023. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that closing enrollment for the 2022-2023 school year on February 3, 2023, as

presented, is hereby approved.

The motion passed unanimously via a roll call vote.

b. Approval of Revision(s) to the COVID-19 Safety Plan

Dr. Sassin reviewed the proposed revision(s) to the COVID-19 Safety Plan as included in the Boar materials. The Board did not have any questions. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Revision(s) to the COVID-19 Safety Plan, as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

c. Approval of Board Policy: Conflict of Interest (COI) Code

Dr. Sassin reviewed with the Board Conflict of Interest (COI) Code and amendments thereto as presented in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Board Policy: Conflict of Interest (COI) Code, as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

d. Consideration of Declaration of Need for the 2022-23 School Year for LEAslisted: California Connections Academy Southern California, CDS Code 30-66464-0106765, California Connections Academy Northern California, CDS Code 39-68650-0125849, California Connections Academy North Bay, CDS Code 17-64055-0129601, California Connections Academy Central Valley, CDS Code 54-71803-0112458, California Connections Academy Central Coast, CDS Code 42-75010-0138891, California Connections Academy Monterey Bay, CDS Code 44-75432-0139410

Dr. Sassin reviewed provided with the background for the consideration of the items for the LEAs as listed. The Board discussed this item in detail with Dr. Sassin. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Declaration of Need for the 2022-23 School Year for LEAs listed: California Connections Academy Southern California, CDS Code 30- 66464-0106765, California Connections Academy Northern California, CDS Code 39-68650-0125849, California Connections Academy North Bay, CDS Code 17-64055-0129601, California Connections Academy Central Valley, CDS Code 54-71803-0112458, California Connections Academy Central Coast, CDS Code 42-75010-0138891, California Connections Academy Monterey Bay, CDS Code 44-75432-0139410, as presented, are hereby approved.

The motion passed unanimously via a roll call vote.

e. Approval of Fiscal Control Policy Revision(s)

Mr. Romera reviewed the minor proposed revision to the Fiscal Control Policy. He reviewed a few items that the school is currently working on that this revision would impact. The Board was support of the changes as proposed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Fiscal Control Policy Revision(s), as presented, are hereby approved.

The motion passed unanimously via a roll call vote.

IX. Information Items

a. State Accountability Update

Ms. Dombek provided the Board with an update on various state accountability measures.

1. Elementary and Secondary School Emergency Relief (ESSER) III Plans Update

Ms. Dombek provided the Board with an update on Elementary and Secondary School Emergency Relief (ESSER) III Plans.

2. Williams Act Update

Ms. Dombek provided the Board with an update on the Williams Act at this time.

b. Legislative Update

Dr. Sassin updated the Board on legislative activities in the state and directed the Board to the State Policy Support Information, as included in the Board meeting materials. She discussed the state budget process, and the anticipated timing of steps in the process.

c. Math Placement Annual Report

Ms. Dombek provided the Board with an annual Math Placement report. She reviewed the annual requirement for nineth grade students.

d. School Success Partner (SSP) Update

Ms. Johnson presented to the Board on behalf of the School Success Partner (SSP) team. She reviewed specific areas of focus at PVS for the upcoming school year.

e. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team.

1. Teacher Professional Development Products and Services for the 2022-2023 School Year

Ms. Brown reviewed the professional development products and services for school staff, as offered by Pearson for the 2022-2023 school year. She discussed the various levels of professional learning opportunities available to staff members, and advised of the curated catalog of content to allow for a more personalized professional development experience. She also highlighted the additional training and development opportunities offered by school leadership.

f. Sponsoring District(s) Update

Mr. Romero noted the upcoming school celebrations for the schools that have reached their 10th year milestone. He noted that members from their sponsoring districts have been invited to participate in the school's festivities and an update will be provided at the next meeting.

The Board thanked Dr. Sassin for all of her years of service to the school and Board and wished her well with all of her future endeavours.

X. Adjournment and Confirmation of the Next Meeting on Tuesday,October 25, 2022 at 3:30 pm PT

There being no further business to discuss, the meeting was adjourned at 4:23 pm. The next meeting is scheduled for Tuesday, October 25, 2022 at 3:30 pm PT.

APPROVED 12/06/2022

California Online Public Schools (CalOPS)

Board Meeting Minutes

DATE: Tue October 25th, 2022

TIME: 3:30pm - 5:30pm PDT

CalCA North Bay School Phone: (707) 232-5470 School Fax: (707) 987-5570
CalCA Central Valley School Phone: (559) 571-2300 School Fax: (559) 746-0497
CalCA Central Coast School Phone: (661) 230-9820 School Fax: (661) 568-0053
CalCA Monterey Bay School Phone: (831) 200-1006 School Fax: (831) 401-2669
CalCA Northern California School Phone: (209) 253-1208 School Fax: (209) 253-0406
CalCA Southern California School Phone: (949) 461-1667 School Fax: (949) 240-7895

Teleconference: 800-504-8071 Access Code: 843-8063#

I. Call to Order

Ms. Pavlich called the meeting to order at 3:35 pm when all participants were present and able to hear each other. It was noted that both the SoCal and NorCal offices were open for in person attendance by members of the public.

II. Roll Call

Board Members Present at Roll Call: Elaine Pavlich Diana Rivas, Adam Pulsipher, and Paul Hedrick (all via phone);

Board Members Absent: Mike Henjum;

Guests Present: Lachelle Carter (in person at CalCA Southern California), Bernie Jamero (in person at NorCal Office), Dr. Richard Savage, Superintendent, Dr. Richie Romero, Deputy Superintendent; Leslie Dombek, Tara Mannix, Dan Hertzler, Marcus White, and Heather Tamayo, School staff; Paul Minney, CalOPS Legal Counsel; Laura Johnson, Donna Kozub, and Tanya Snyder, Pearson Virtual Schools staff (all via phone).

III. Review and Consideration of Board Member Candidate: Eric Wickliffe

Ms. Pavlich discussed the Review and Consideration of Board Member candidate: Eric Wickliffe for the Board and reviewed his qualifications as well as his interests in serving on the Board. Board members discussed the candidate in detail and noted their support of his nomination to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Review and Consideration of Board Member Candidate: Eric Wickliffe, is hereby approved.

The motion passed unanimously.

IV. Public Comment

There were no public comments at this time.

V. Routine Business

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting, and posted in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the October 25, 2022 Board Meeting, as presented, is hereby approved.

The motion was approved unanimously via a roll call vote.

VI. Oral Reports

a. Superintendent's Report

Dr. Savage provided the Board with an update from school leadership.

1. General School Updates

Dr. Savage provided the Board with a General School Update at this time. He let the Board know that the school has met all of their school goals. He noted that his Leadership Team would come up with additional goals. Dr. Savage pointed out the high graduation rate, noting that this was the highest that it has been.

Dr. Savage pointed out that the state tests show that CalCA students perform well in English. He noted that they would like to improve in Math scores in the future.

2. Enrollment and Staffing Update

Dr. Savage presented the current enrollment and staffing update. He noted that enrollment has held steady, an improvement from the past few years. He discussed staffing and that he is aware that staffing is difficult in the current environment.

b. Principals' Reports

Dr. Savage asked if the Board had any questions or comments on the written reports. The Board discussed the recent field trip that the students took.

1. Elementary School

Mr. White asked the Board whether they had any questions or comments on the written

report received by the Elementary School Principal, Mr. White. There were no questions from the Board at this time.

2. Middle School

Ms. Tamayo asked the Board whether they had any questions or comments on the written report received by the Middle School Principal, Ms. Tamayo. There were no questions from the Board at this time.

3. High School

Ms. Mannix asked the Board whether they had any questions or comments on the written report received by the High School Principal, Ms. Mannix. There were no questions from the Board at this time.

c. CalCA Financial Report

Ms. Carter reviewed the financial report with the Board, as included within the Board meeting materials. She specifically highlighted changes in the financials and forecasted expenses since the last meeting's review. She noted invoice payments would be resolved shortly. She also discussed expenses and ensuring that they are allocated to the correct schools.

1. Consolidated Financial Report

Ms. Carter provided the Board with an update on all the CalCA School's financials. Ms. Pavlich asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

2. CalCA Central Coast Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Coast financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

3. CalCA Central Valley Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Valley financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

4. CalCA Monterey Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Monterey Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

5. CalCA North Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA North Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

6. CalCA Northern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Northern California Financial Report financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

7. CalCA Southern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Southern California Financial Report financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

8. Fall One Reporting Update

Ms. Carter provided the Board with a Fall One Reporting Update at this time. She noted that Fall One Reporting was 8,373 students between all six schools that is tied to funding. The Board discussed the funding based on the income of the families, and Ms. Carter went over this in detail.

9. Audit Update

Ms. Carter provided the Board with an update on the 2022-2023 Annual Audit process completed to date, the ongoing efforts, and expected timeline for Board consideration.

d. Introduction of Dan Hertzler, Director of Business Services

Mr. Hertzler introduced himself to the Board as the Director of Business Services and gave a brief overview of his role and how he will support the school and Board. He further reviewed with the Board his background and experience and thanked the Board for the opportunity. Board members welcomed him and expressed their eagerness to begin working with him.

VII. Consent Items

Ms. Pavlich asked Board Members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

a. Approval of Minutes from the September 27, 2022 Board Meeting;
b. Approval of Staffing Report;

c. Approval of Pearson Invoice(s); and

d. Approval of California Schools 22-23 Parent Policy and Compact; are hereby approved.

The motion was approved unanimously via a roll call vote.

VIII. Action Items

a. Consideration and Approval of Compensation Plan Changes

Dr. Savage reviewed the Consideration and Approval of Compensation. He noted that the school has money that must be spent on staff and would like to provide a 10% retention bonus to the staff. Dr. Savage noted that it has been discussed with Ms. Carter and with Pearson. Dr. Romero noted that the school is in a place of increased funding. The Board discussed this at length. The Board was in support of the changes proposed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Consideration and Approval of Compensation, as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

b. Approval of Revised Budget(s)

Ms. Carter reviewed the Approval of Revised Budget(s). She noted that the major change was for the compensation adjustment that was proposed above. The Board was in support of the changes proposed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Approval of Revised Budget(s), as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

c. Approval of Revised Teacher Assignment Policy

Mr. Hertzler reviewed the Approval of Revised Teacher Assignment Policy. He noted that it was a revision of the policy that was in place, and adjusted after discussion with an authorizer. The major difference noted is that a committee is put into place to assign teachers. The Board was in support of the changes proposed. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that Approval of Revised Teacher Assignment Policy, as presented, is hereby approved.

The motion passed unanimously via a roll call vote.

IX. Information Items

a. State Accountability Update

Ms. Dombek provided the Board with an update on various state accountability measures. She

discussed the transitional K program, noting that an additional class may be needed next year.

Ms. Dombek noted a new grant that would be coming to the school, and explained that the grant would be used for a number of different subject areas.

b. Legislative Update

Dr. Romero noted that since the launching of AB 1505, there was some uncertainty and the legislation granted . Hertzler updated the Board on legislative activities in the state and directed the Board to the State Policy Support Information, as included in the Board meeting materials.

[Paul Minney, legal counsel for CalOPS joined 4:40pm]

c. School Success Partner (SSP) Update

Ms. Johnson presented to the Board on behalf of the School Success Partner (SSP) team. Ms. Johnson noted the "ninja sessions" with the new enrollment portal, and that CalCA staff were involved in the feedback process. Ms. Johnson discussed legislative updates, noting that Ms. Sigmund would be attending a charter school conference and would likely see CalCA leadership

d. Academic Success Partner (ASP) Update

Ms. Johnson presented on behalf of the Academic Success Partner (ASP) team as noted above.

e. Sponsoring District(s) Update

Dr. Savage explained that he, Dr. Romero and Mr. Hertzler met with Scotts Valley Unified School District and the meeting went well. He also noted the upcoming school celebrations for the schools that have reached their 10th year milestone. He noted that members from their sponsoring districts have been invited to participate in the school's festivities and an update will be provided at the next meeting.

f. Board Relations Update

Ms. Snyder presented to the Board on behalf of Pearson's Board Relations (BR) Team.

1. Boardable Feedback and Planning

Ms. Snyder let the Board know that if anyone has issues logging into Boardable or using the platform, that she is happy to help troubleshoot. The Board provided feedback, indicating that they like the platform. Additionally, the Board asked if the notetaking option in the platform was private and for their use. Ms. Snyder indicated that she would look into this and get back to the Board at the next meeting.

X. CLOSED SESSION – Brown Act; California Gov't Code §54956.9: CONFERENCE WITH LEGAL COUNSEL-- ANTICIPATED LITIGATION. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One

potential case

The Board entered into closed session at 4:45 p.m. upon a motion being made, seconded and confirmed via a roll call vote of all Board members present pursuant to Brown Act; Cal. Gov't Code §54957(b) to consider appointment, employment, evaluation of performance, discipline of an employee; Title: Executive Director of California Connections Academies. Board members in attendance were: Elaine Pavlich, Diana Rivas, Paul Hedrick and Adam Pulsipher. The Board invited the following guests into closed session: Richard Savage, Superintendent, and Richie Romero, Deputy Superintendent, and Heather Tamayo, School Staff; Tanya Snyder, Pearson Virtual Schools staff. All others left the meeting at this time.

After the Board concluded their discussion, the Board resumed their open session at 5:03 p.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. No action was taken during closed session.

XI. Adjournment and Confirmation of the Next Meeting on Tuesday,December 6, 2022 at 3:30 pm PT

There being no further business to discuss, the meeting was adjourned at 5:04 p.m. The next meeting is scheduled for Tuesday, December 6, 2022 at 3:30 p.m. PT.

MONTHLY SCHOOL REPORT

California Connections Academy Southern California & December 31, 2022

Currently Enrolled

5208

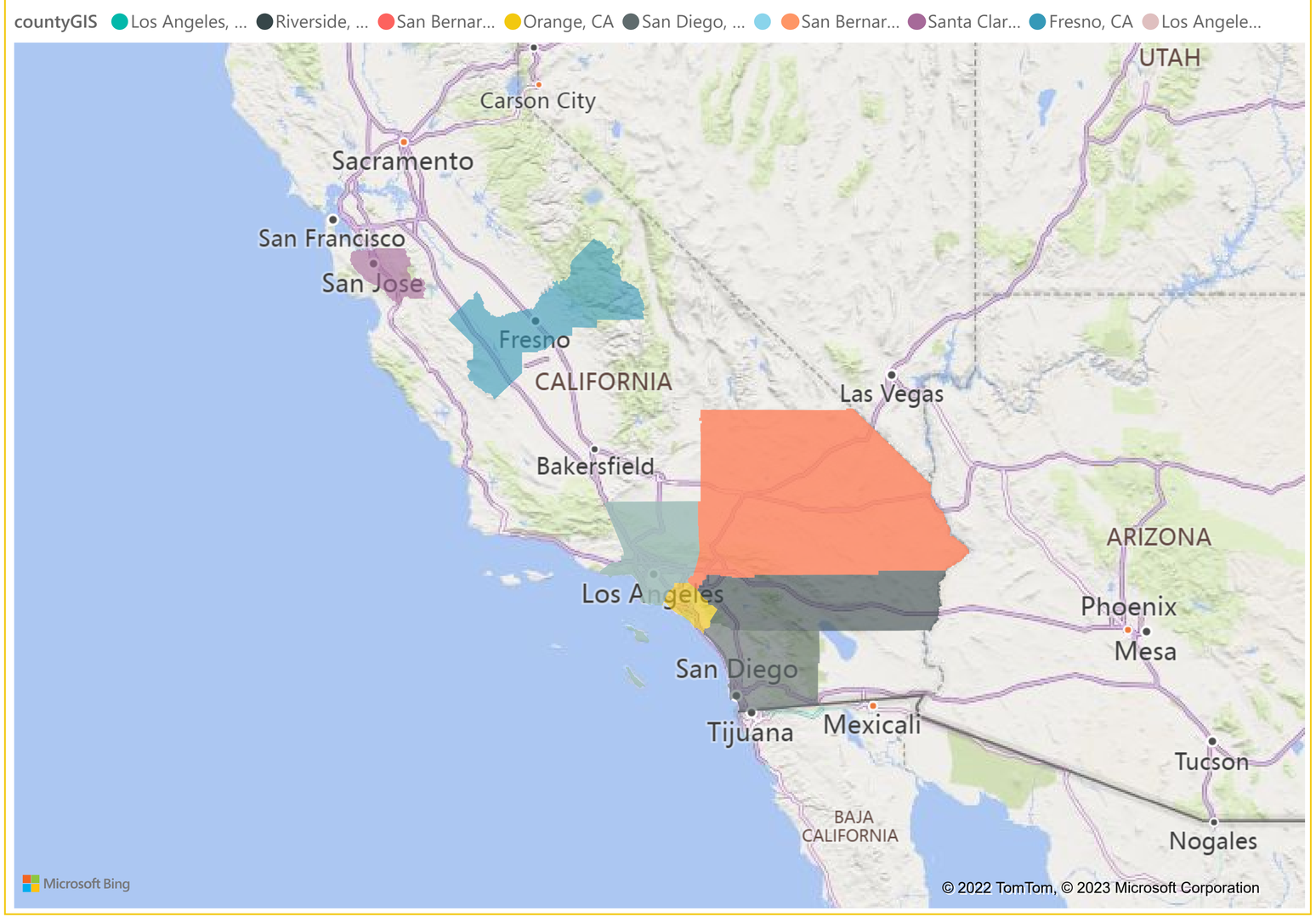
Total YTD Enrolled

5929

Enrollment Services Complete (Stage 4)

6342

Enrolled Students by County



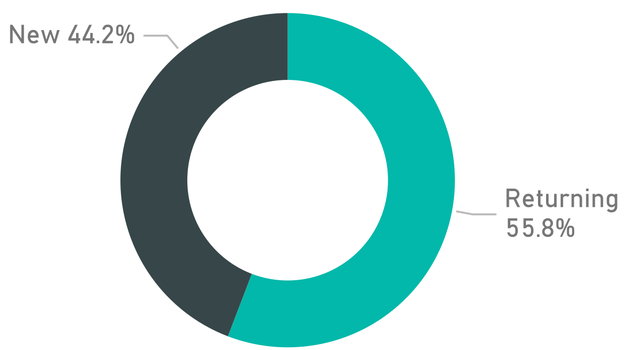
California Connections Academy Southern California

December 31, 2022

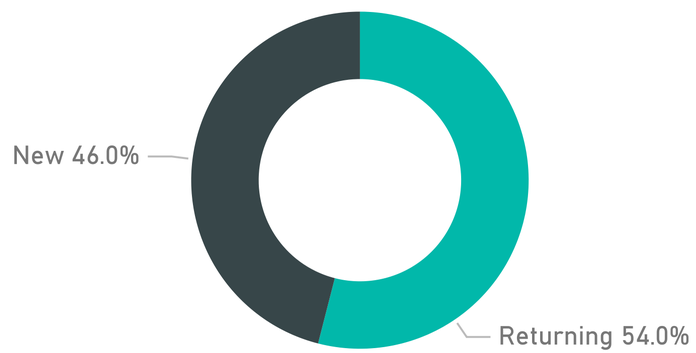
Current Enrollment Month-Over-Month Change
-0%

Current Enrollment Year-Over-Year Change
9%

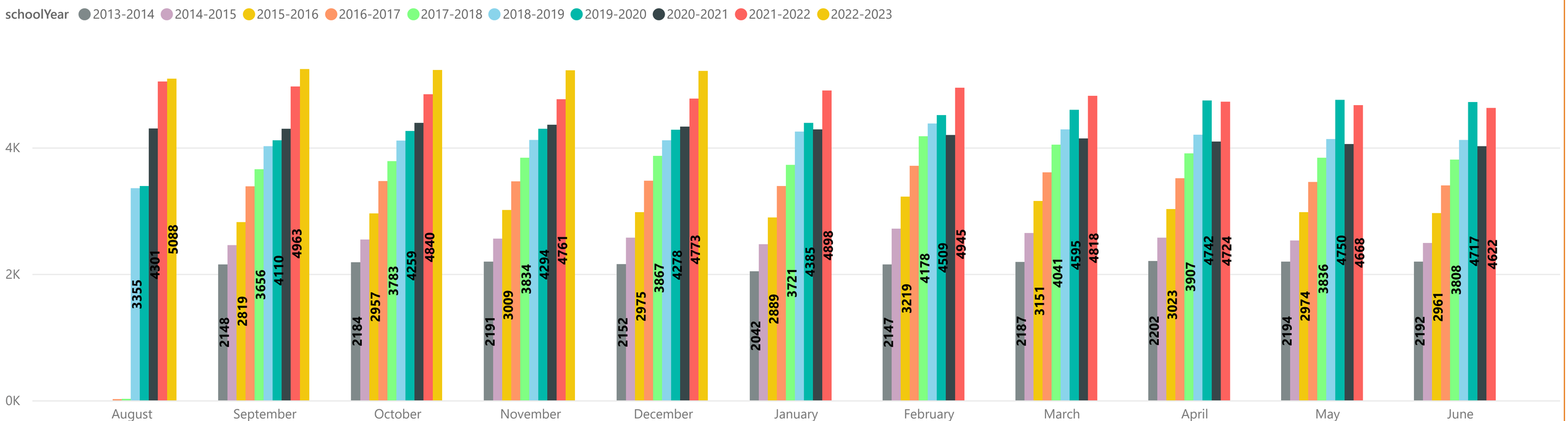
New and Returning



New and Returning Prior Year



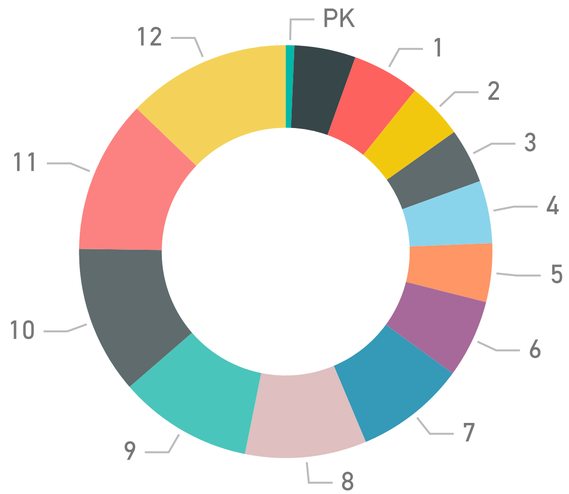
Monthly Student Current Enrollment Comparison



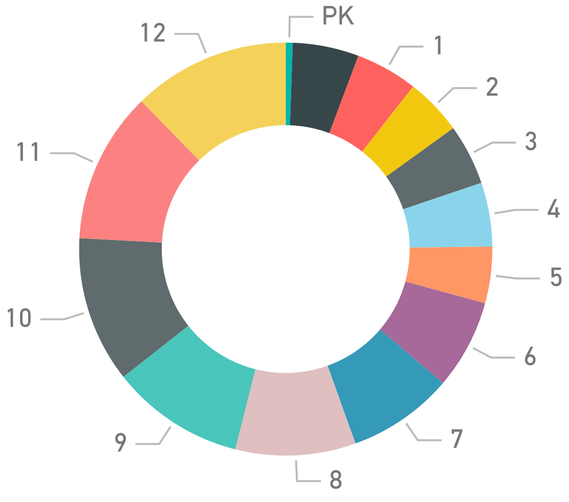
California Connections Academy Southern California

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



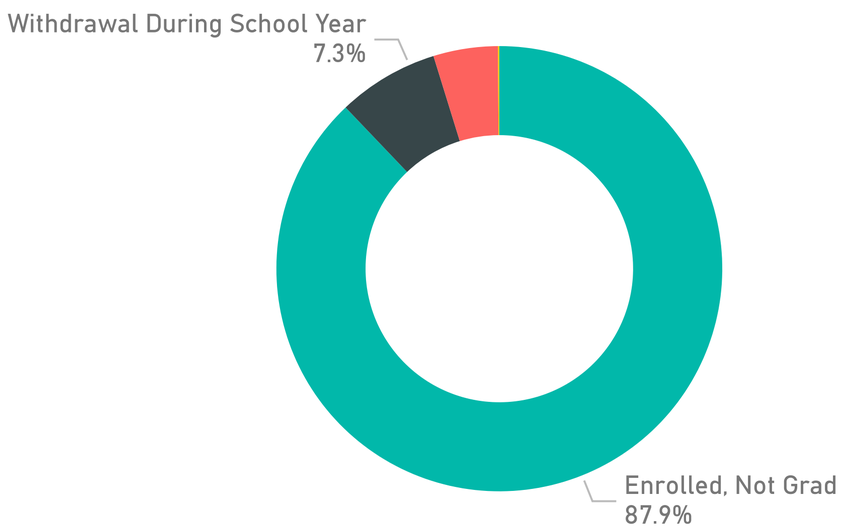
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**718**	**15%**	**711**	**15%**	**802**	**15%**	**790**	**15%**
PK	26	1%	26	1%	36	1%	35	1%
KG	247	5%	245	5%	257	5%	250	5%
1	232	5%	231	5%	277	5%	275	5%
2	213	4%	209	5%	232	4%	230	4%
3-5	**677**	**14%**	**659**	**14%**	**722**	**14%**	**717**	**14%**
3	227	5%	217	5%	225	4%	223	4%
4	239	5%	236	5%	252	5%	255	5%
5	211	4%	206	4%	245	5%	239	5%
6-8	**1179**	**25%**	**1163**	**25%**	**1263**	**24%**	**1262**	**24%**
6	335	7%	335	7%	317	6%	318	6%
7	395	8%	383	8%	447	9%	449	9%
8	449	9%	445	10%	499	10%	495	10%
9-12	**2199**	**46%**	**2089**	**45%**	**2430**	**47%**	**2439**	**47%**
9	499	10%	496	11%	538	10%	545	10%
10	547	11%	558	12%	598	11%	603	12%
11	566	12%	569	12%	624	12%	624	12%
12	587	12%	466	10%	670	13%	667	13%
Total	**4773**	**100%**	**4622**	**100%**	**5217**	**100%**	**5208**	**100%**

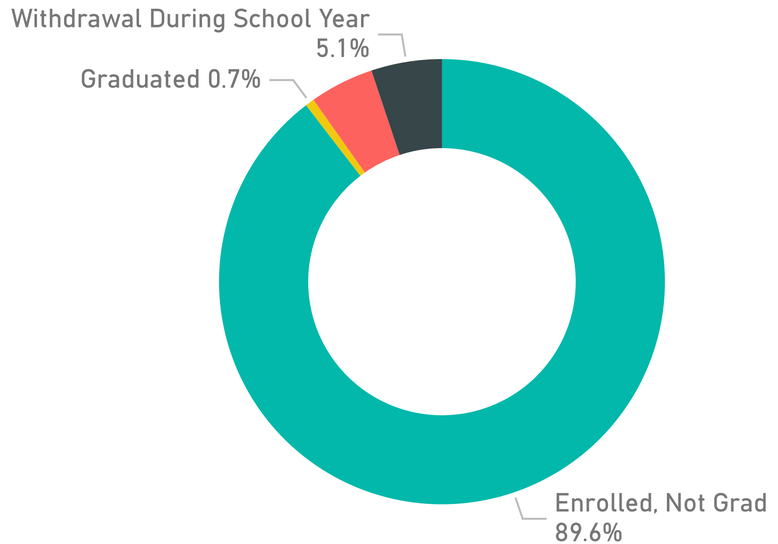
California Connections Academy Southern California

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	4773	90%	4622	80%	5219	90%	5211	88%
Graduated	35	1%	166	3%	6	0%	6	0%
Prior To Engagement	248	5%	302	5%	267	5%	277	5%
Withdrawal During School Year	273	5%	672	12%	318	5%	435	7%
Total	**5329**	**100%**	**5762**	**100%**	**5810**	**100%**	**5929**	**100%**

Enrollment Services Complete (Stage 4)

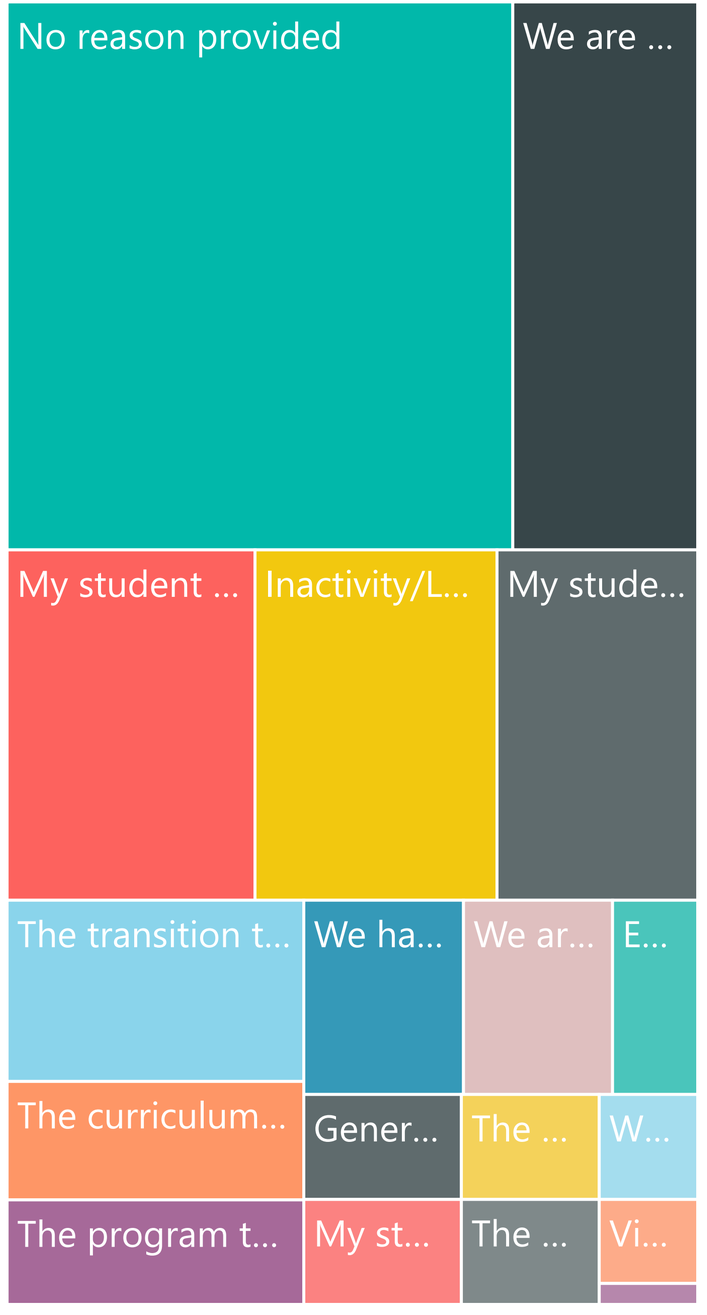
6342

California Connections Academy Southern California

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	13	22	3	4
Another Reason	13	24	3	9
Different/Better Schooling Option (Not related to socialization)	17	54	25	34
Generally dissatisfied with curriculum/course options	3	5	5	8
Inactivity	24	98	19	41
No longer able to provide a Learning Coach	6	12	9	14
No Reason Given	82	185	100	134
Program not flexible enough	1	2	6	7
Program takes too much of Learning Coach's time	11	13	11	15
Program takes too much of student's time	6	11	7	7
Pursuing GED	6	12	5	8
Required Documentation Incomplete		1		
Student wants more socialization	16	66	33	42
The curriculum is too hard	6	12	13	17
Transition to virtual school too difficult	6	18	22	26
Unhappy with the school	3	4	4	5
We are moving	38	98	39	49
We have chosen to home school	22	35	14	15



California Connections Academy Southern California

December 31, 2022

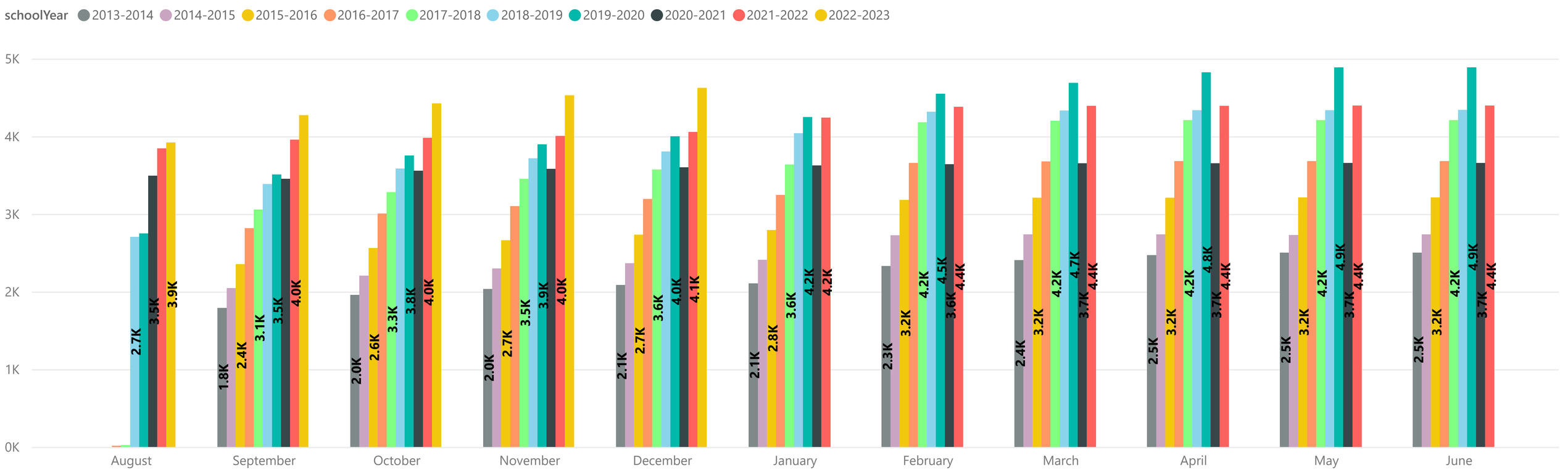
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	3655	3557	4091	4102
Graduated	35	164	6	6
WD During School Year	219	528	269	359
WD Prior To Engagement	210	260	232	238

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.31	1.30	1.28	1.27

Monthly Total Households



California Connections Academy Southern California

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	2020	1955	2342	2319
Not Hispanic or Latino	2743	2657	2867	2881

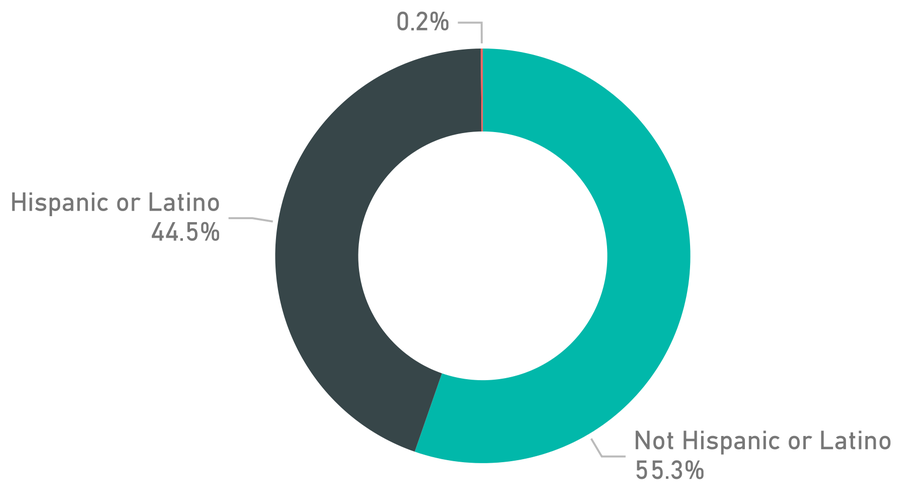
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	373	358	446	441
Asian	604	590	633	622
Black/African American	1006	988	1114	1105
Native Hawaiian or Other Pacific Islander	157	149	189	182
White	3281	3151	3495	3491

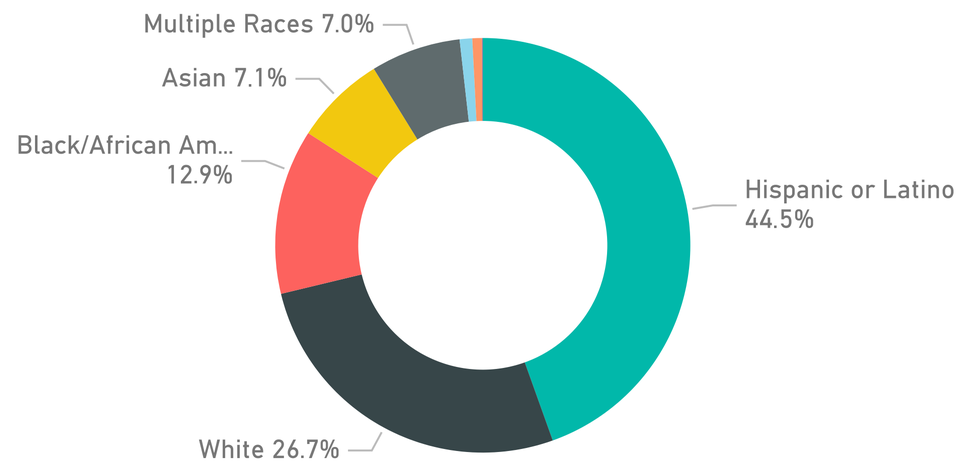
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	36	36	42	39
Asian	338	336	368	370
Black/African American	583	584	662	670
Hispanic or Latino	2020	1955	2342	2319
Multiple Races	393	380	370	365
Native Hawaiian or Other Pacific Islander	41	41	52	51
Not Indicated	3	3	3	3
Parent refused to report race	1	1		
White	1358	1286	1378	1391

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



California Connections Academy Southern California

December 31, 2022

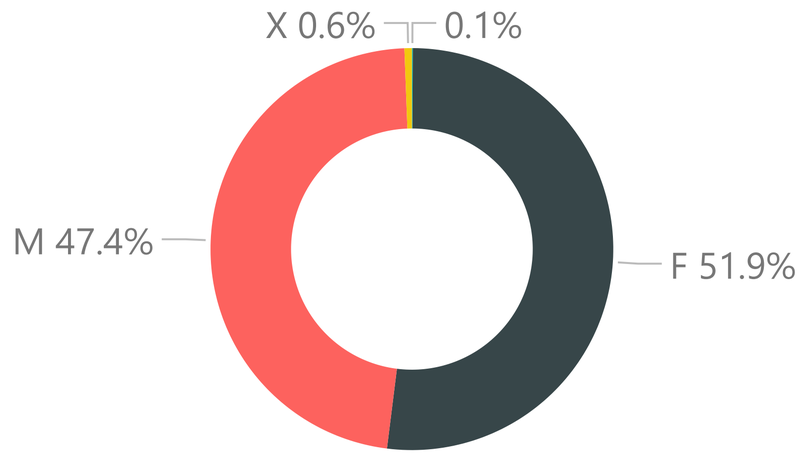
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	3	5	4	4
F	2500	2420	2709	2703
M	2250	2182	2472	2470
Nonbinary		1		
X	20	14	32	31

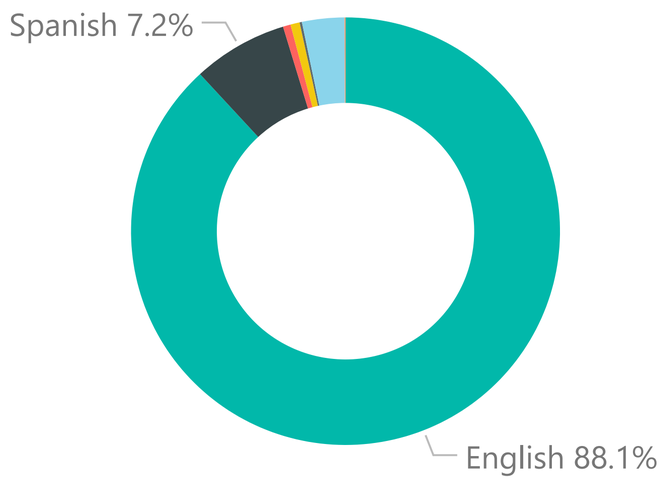
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	4228	4099	4599	4590
Spanish	318	305	377	373
Russian	33	32	29	30
Arabic	23	20	35	36
Urdu	2	2	9	9
Another Language	154	157	164	166
No Language Reported	15	7	4	4

Enrolled Students by Gender



Enrolled Students by Language

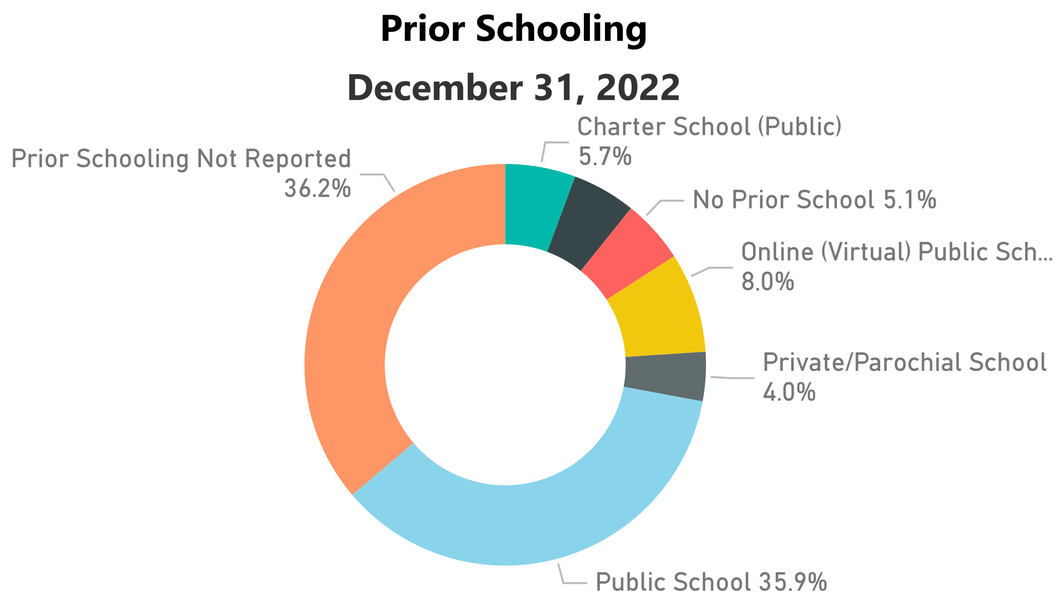


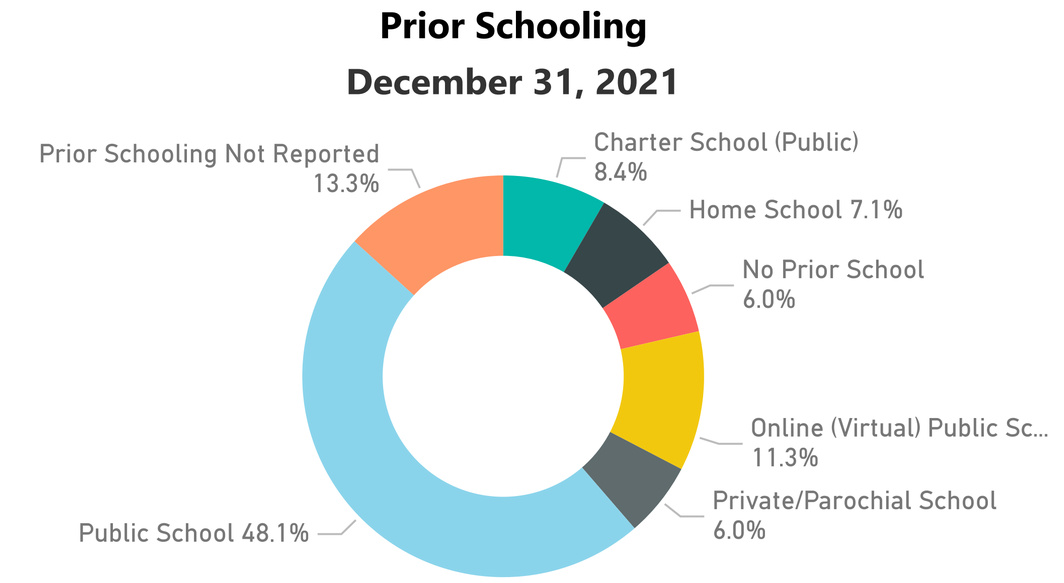
California Connections Academy Southern California

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	400	389	292	295
Home School	337	317	266	266
No Prior School	284	273	273	268
Online (Virtual) Public School	537	526	415	419
Private/Parochial School	287	286	204	206
Public School	2295	2251	1820	1868
Prior Schooling Not Reported	633	580	1947	1886



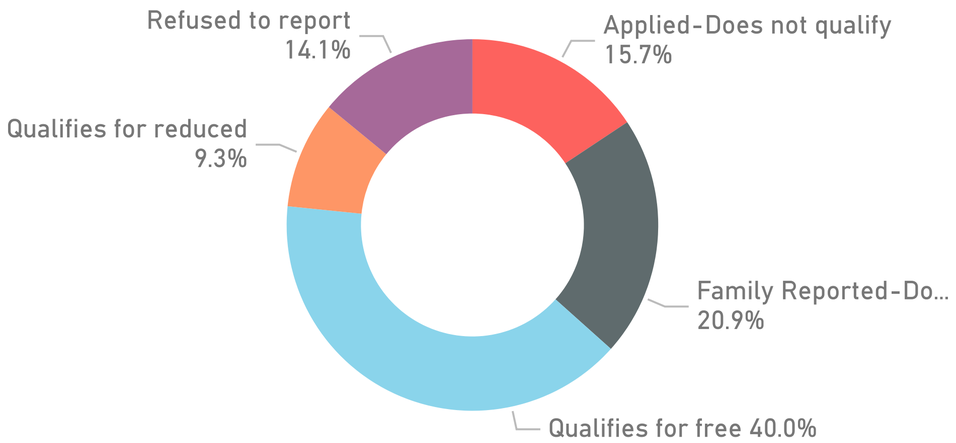


California Connections Academy Southern California

December 31, 2022

FARM Eligibility

December 31, 2022

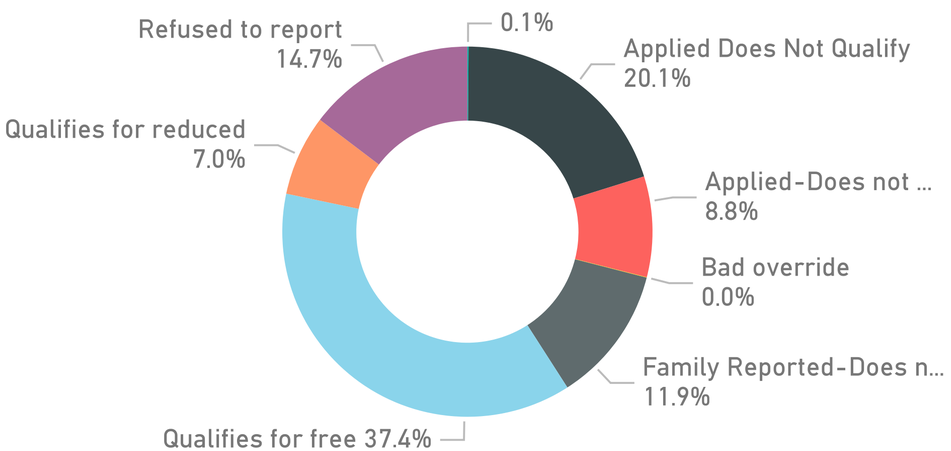


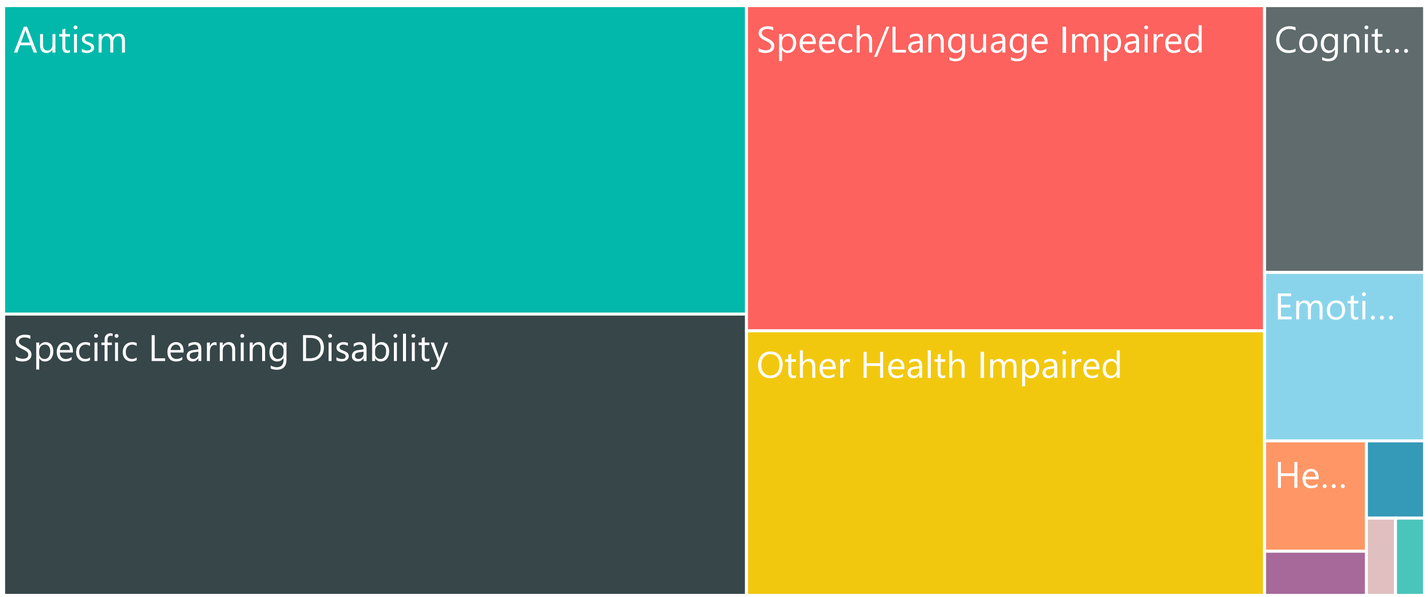
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	96	100	101	102
Cognitive Disability	10	12	20	19
Emotionally Impaired	18	15	12	12
Hearing Impaired	7	7	5	5
Multiple Disabilities		1	2	2
Other Health Impaired	81	76	62	61
Physical Disability	3	2	1	1
Specific Learning Disability	128	115	93	93
Speech/Language Impaired	77	87	76	75
Traumatic Brain Injury	1	1	1	1
Visually Impaired	2	2	2	2

FARM Eligibility

December 31, 2021

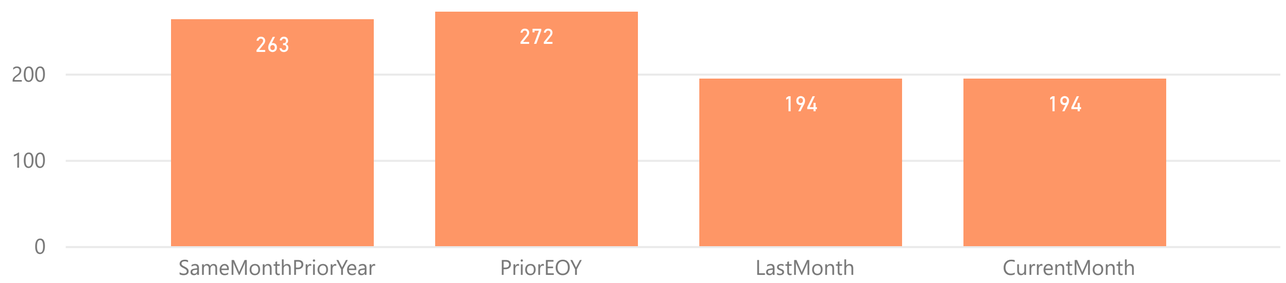




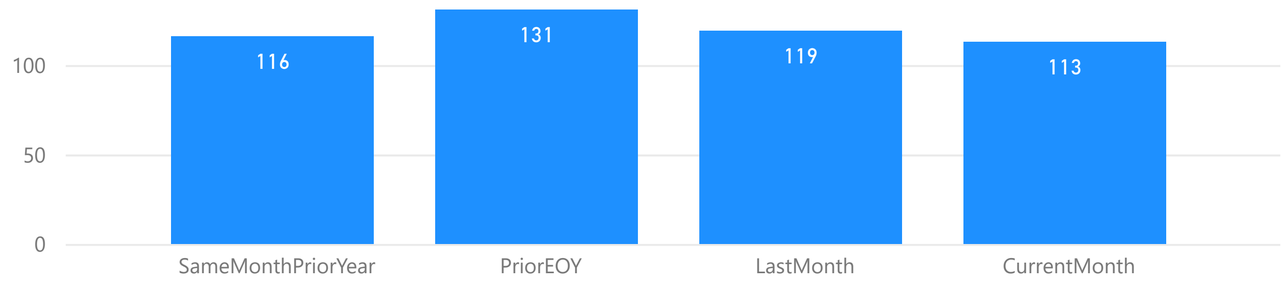
California Connections Academy Southern California

December 31, 2022

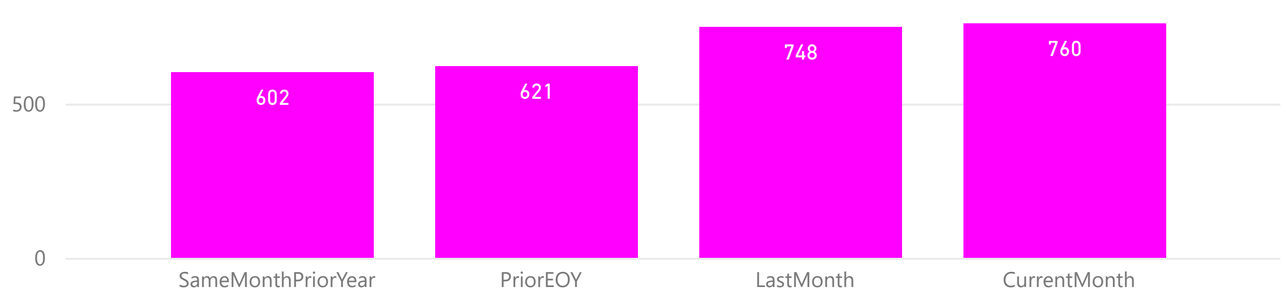
Gifted



Plan504



IEP



Currently Enrolled

5208

Gifted

4%

Plan504

2%

IEP

15%

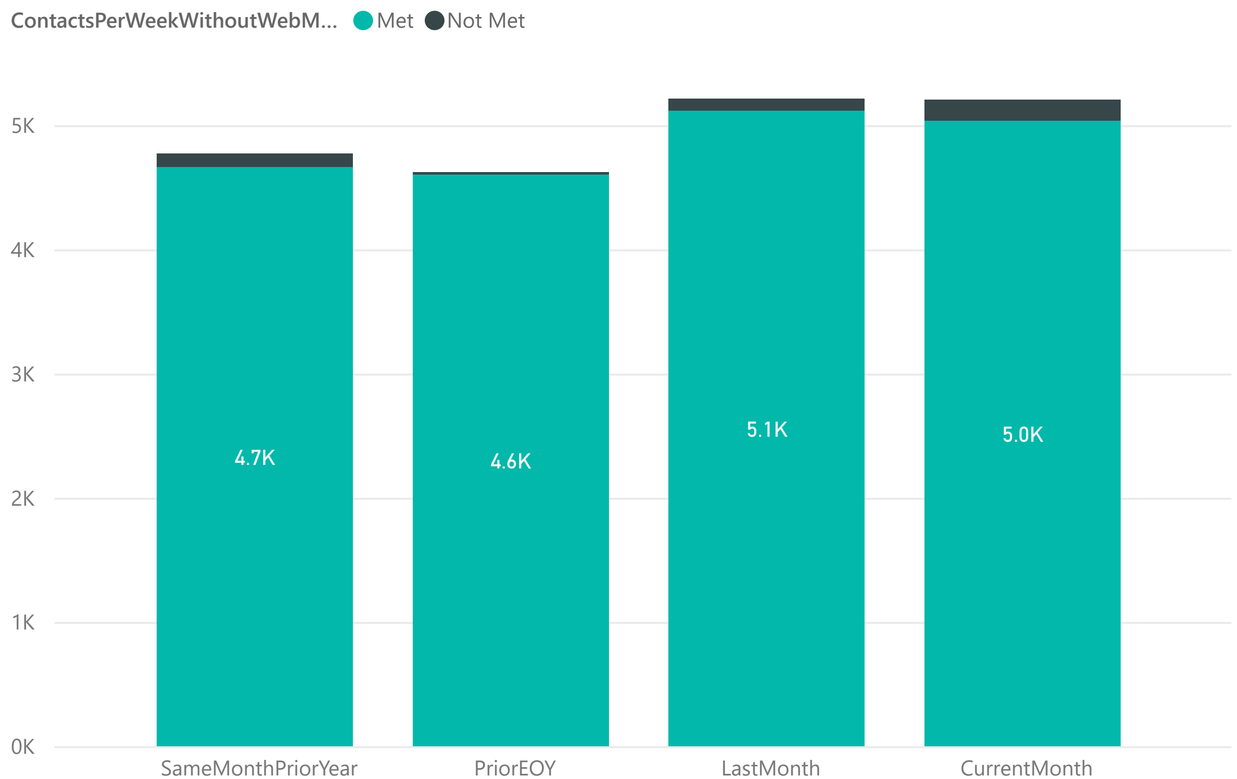
Not in Special Population

80%

California Connections Academy Southern California

December 31, 2022

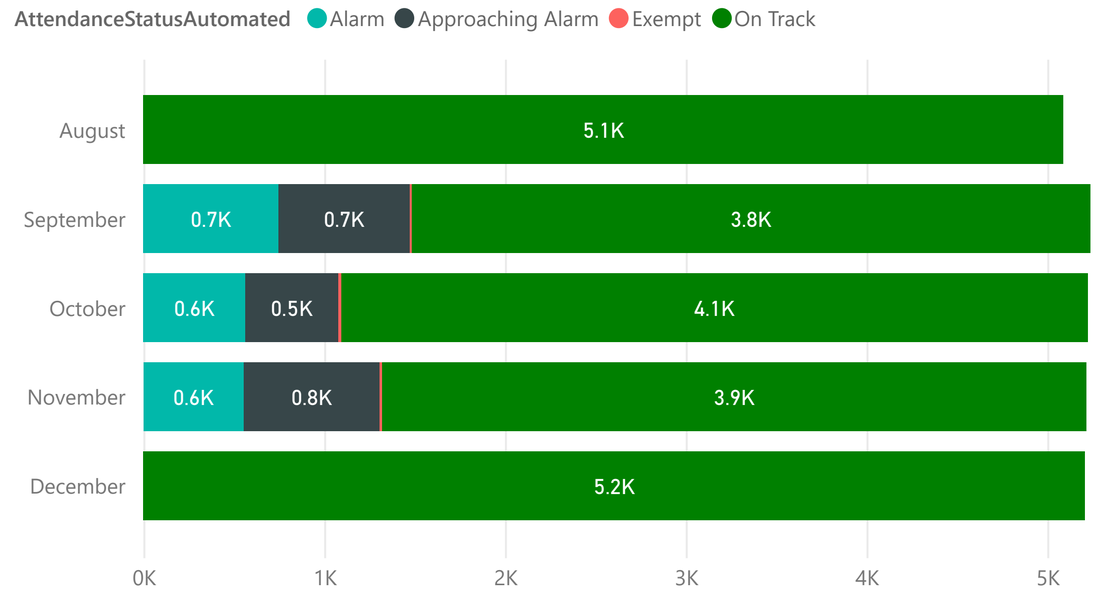
Contacts Per Week



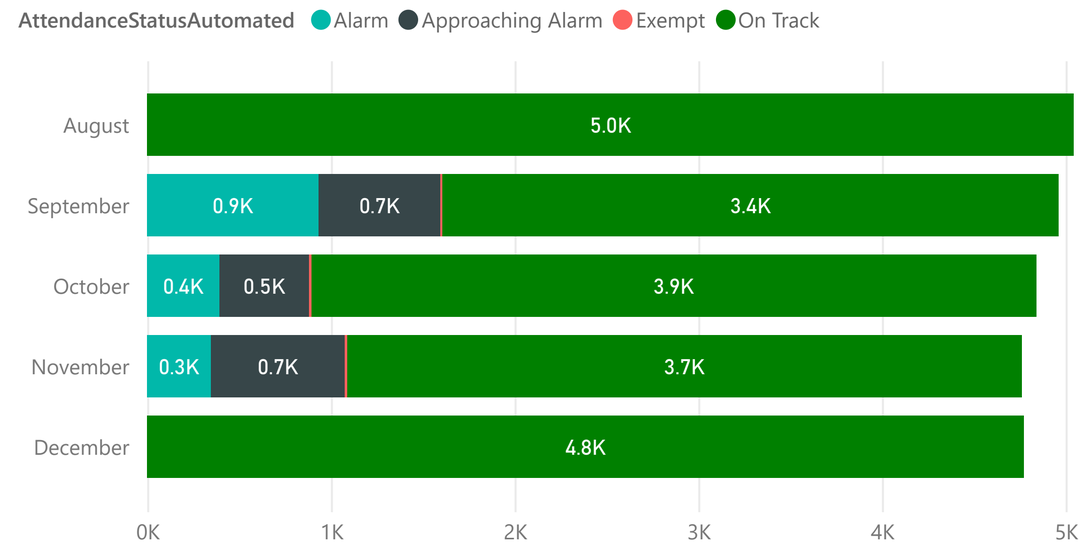
Currently Enrolled

5208

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy Southern California

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	95%	95%	98%
3-5	103%	96%	97%	99%
6-8	105%	95%	100%	102%
9-12	97%	95%	93%	95%
Total	**101%**	**95%**	**96%**	**98%**

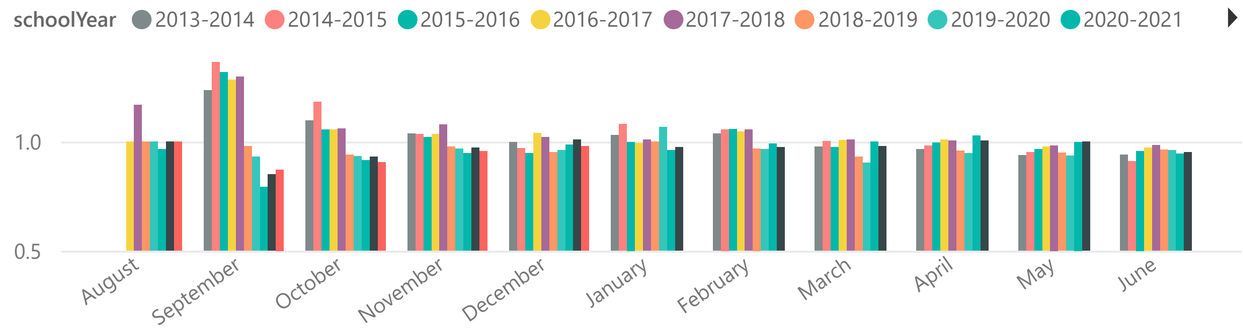
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	91%	87%	88%
3-5	81%	80%	80%
6-8	78%	73%	72%
9-12	74%	73%	72%
Total	**79%**	**76%**	**76%**

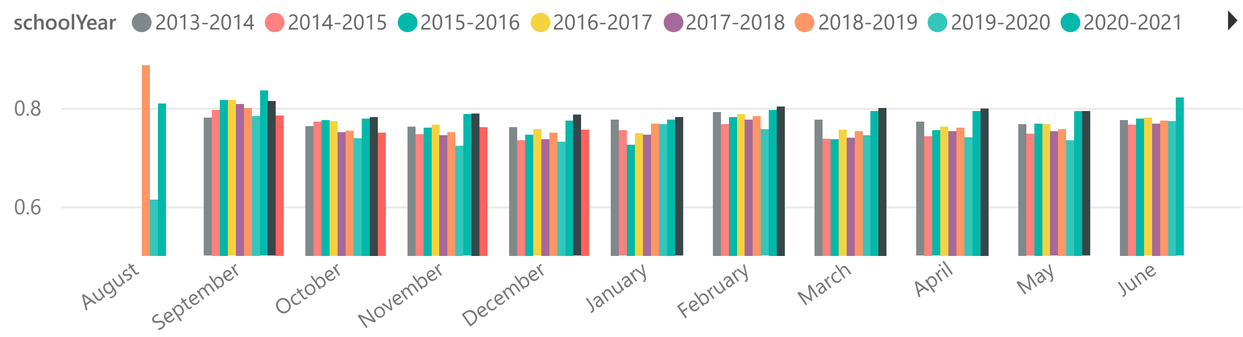
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	97%	95%	97%
3-5	96%	97%	95%	97%
6-8	97%	97%	94%	95%
9-12	93%	94%	90%	90%
Total	**95%**	**96%**	**92%**	**93%**

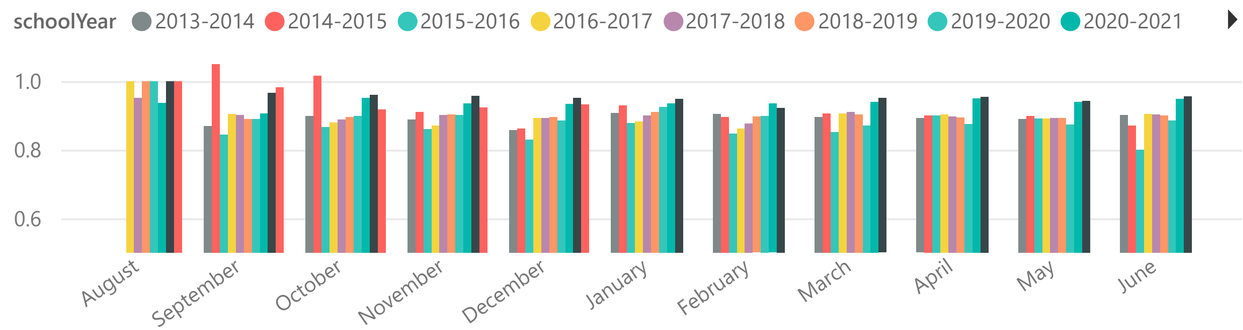
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
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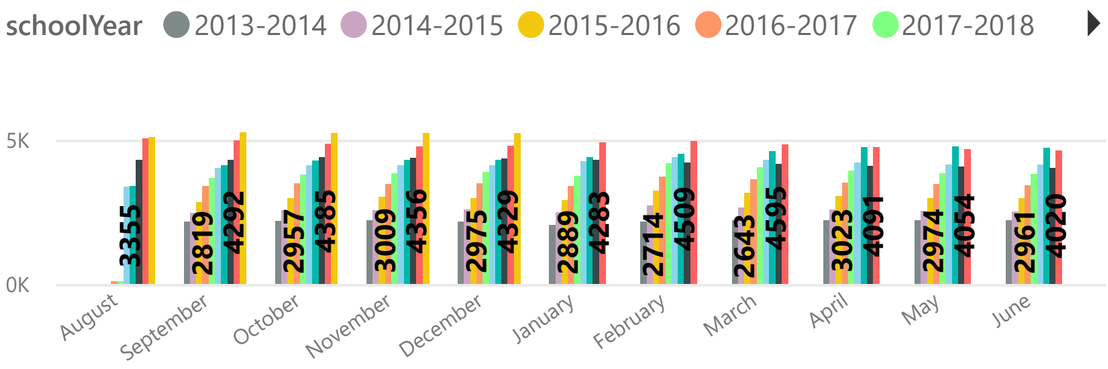
Enrollment Services Complete (Stage 4)
6342

California Connections Academy Southern Califo...
December 31, 2022

Current Enrollment Month-Over-Month Change
-0%

Current Enrollment Year-Over-Year Change
9%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	4773	90%	5211	88%
Graduated	35	1%	6	0%
Prior To Engagement	248	5%	277	5%
Withdrawal During School Year	273	5%	435	7%
Total	**5329**	**100%**	**5929**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	2196	46.01%	2301	44.18%
Returning	2577	53.99%	2907	55.82%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	3655	4102
Graduated	35	6
WD During School Year	219	359
WD Prior To Engagement	210	238

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.31	1.27

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**718**	**15%**	**790**	**15%**
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4	239	5%	255	5%
5	211	4%	239	5%
6-8	**1179**	**25%**	**1262**	**24%**
6	335	7%	318	6%
7	395	8%	449	9%
8	449	9%	495	10%
9-12	**2199**	**46%**	**2439**	**47%**
9	499	10%	545	10%
10	547	11%	603	12%
11	566	12%	624	12%
12	587	12%	667	13%
Total	**4773**	**100%**	**5208**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMo
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The curriculum is too easy.	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The program/schedule is not flexible enough.	
The transition to virtual school was too difficult.	
There was not enough help/guidance setting us up in the school.	
Violation of state regulations	
We are moving.	

California Connections Academy Southern Califo...
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
	3	4
F	2500	2703
M	2250	2470
X	20	31

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	4228	4590
Spanish	318	373
Russian	33	30
Arabic	23	36
Urdu	2	9
Another Language	154	166
No Language Reported	15	4

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	96	102
Cognitive Disability	10	19
Emotionally Impaired	18	12
Hearing Impaired	7	5
Multiple Disabilities		2
Other Health Impaired	81	61
Physical Disability	3	1
Specific Learning Disability	128	93
Speech/Language Impaired	77	75
Traumatic Brain Injury	1	1
Visually Impaired	2	2

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	263	194

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	116	113

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	602	760

Gifted	Plan504
4%	2%

IEP	Not in Special Population
15%	80%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	2020	2319
Not Hispanic or Latino	2743	2881

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	36	39
Asian	338	370
Black/African American	583	670
Hispanic or Latino	2020	2319
Multiple Races	393	365
Native Hawaiian or Other Pacific Islander	41	51
Not Indicated	3	3
Parent refused to report race	1	
White	1358	1391

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	373	441
Asian	604	622
Black/African American	1006	1105
Native Hawaiian or Other Pacific Islander	157	182
White	3281	3491

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	936	
Applied-Does not qualify	350	748
Bad override	2	
Family Reported-Does not qualify	496	1028
Qualifies for free	1601	1924
Qualifies for reduced	306	448
Refused to report	656	687

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	400	295
Home School	337	266
No Prior School	284	268
Online (Virtual) Public School	537	419
Private/Parochial School	287	206
Public School	2295	1868
Prior Schooling Not Reported	633	1886

California Connections Academy Southern Califo...
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	4662	5038
Not Met	109	170

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	4773	5208

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	98%
3-5	103%	99%
6-8	105%	102%
9-12	97%	95%
Total	**101%**	**98%**

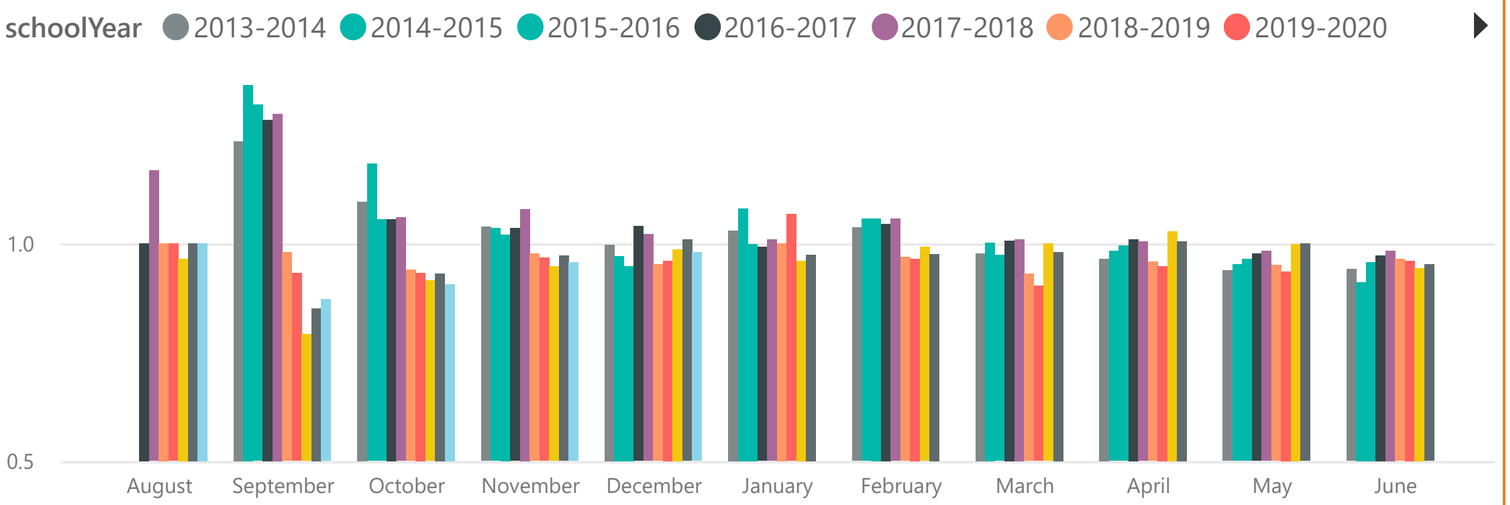
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	91%	88%
3-5	81%	80%
6-8	78%	72%
9-12	74%	72%
Total	**79%**	**76%**

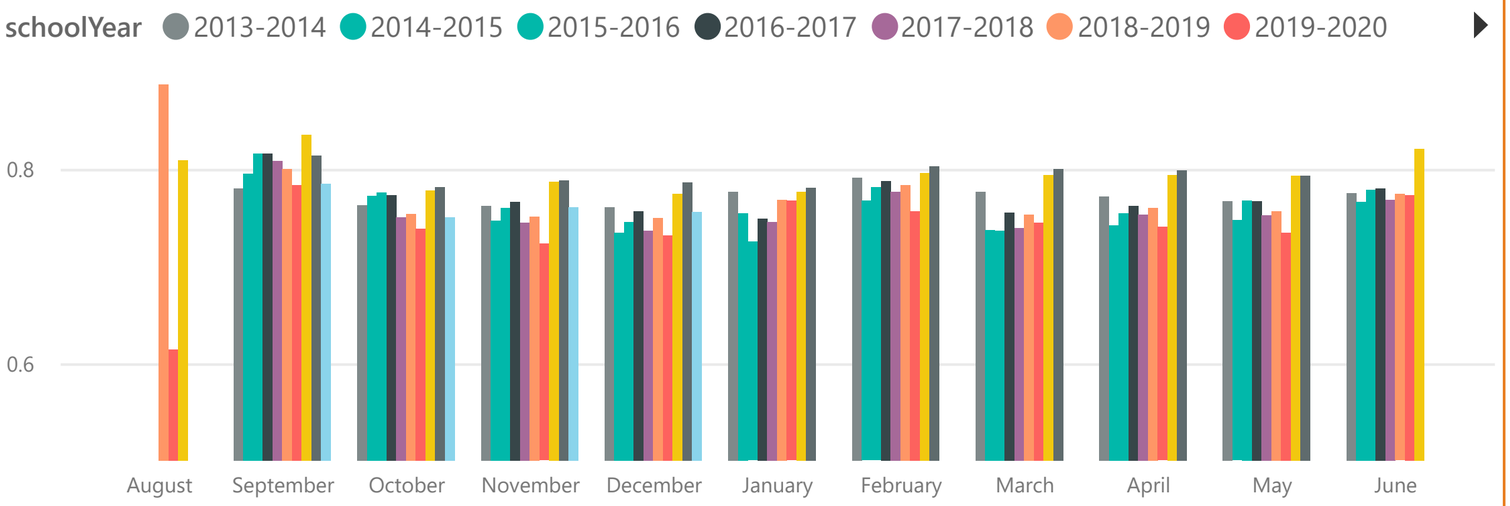
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	97%
3-5	96%	97%
6-8	97%	95%
9-12	93%	90%
Total	**95%**	**93%**

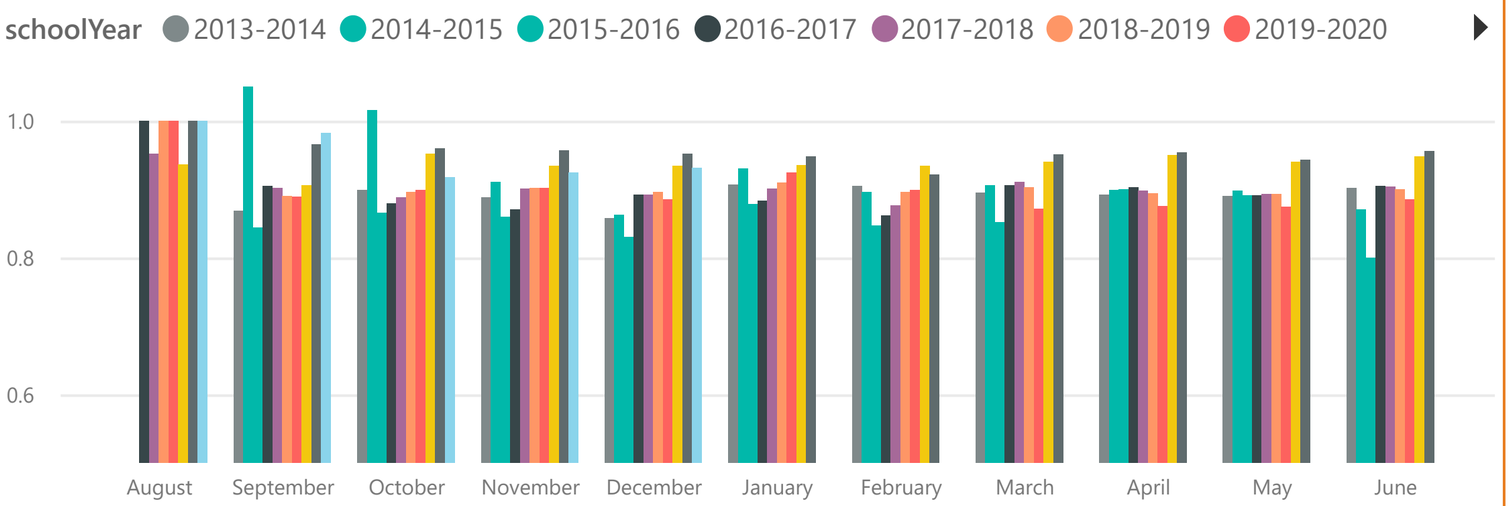
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

California Connections Academy Northern California & December 31, 2022

Currently Enrolled

1815

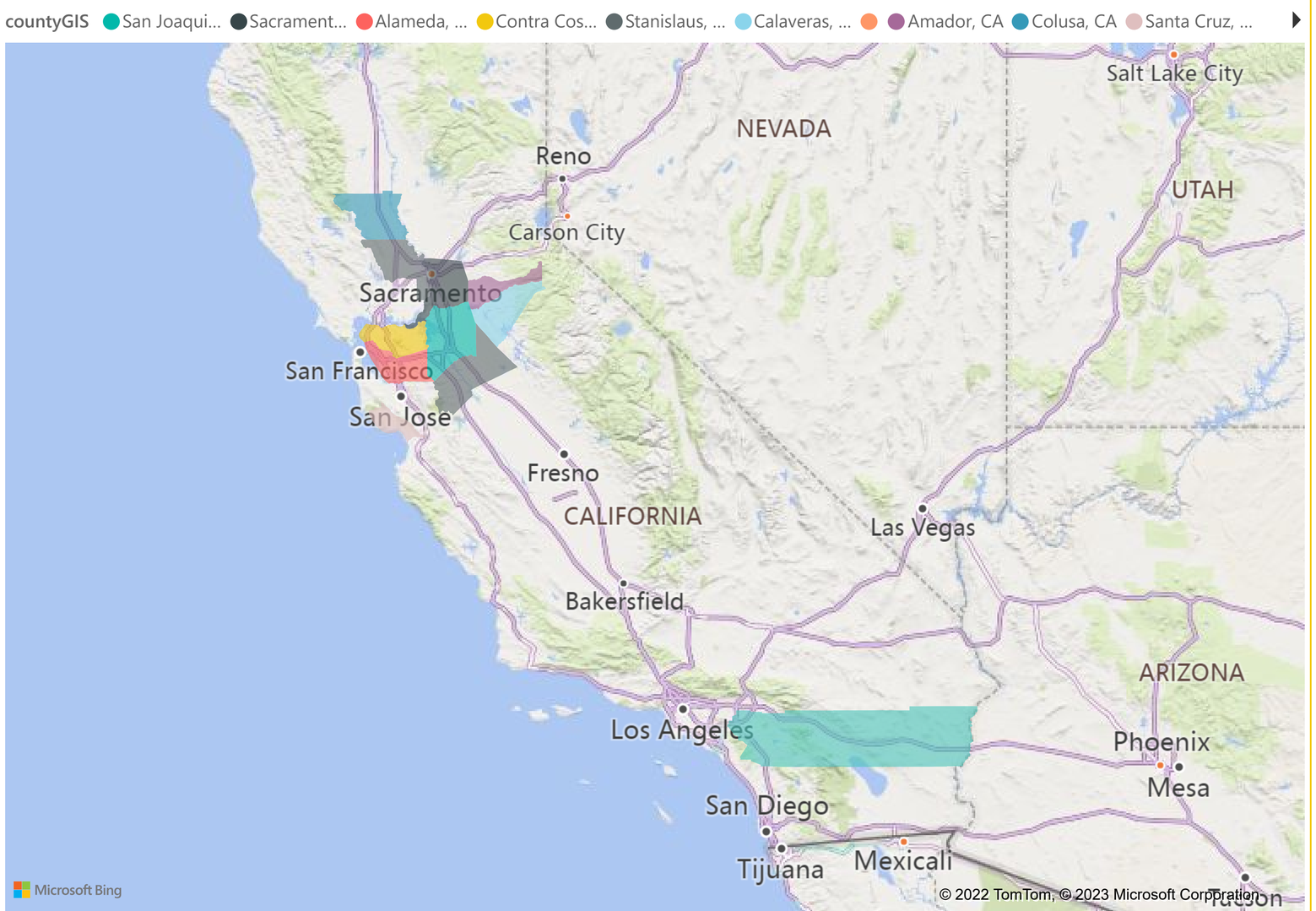
Total YTD Enrolled

2048

Enrollment Services Complete (Stage 4)

2192

Enrolled Students by County



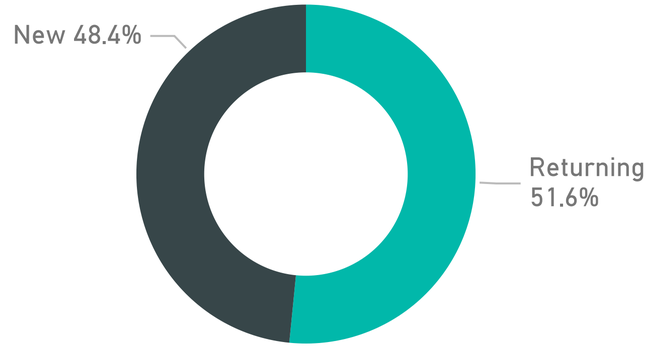
California Connections Academy Northern California

December 31, 2022

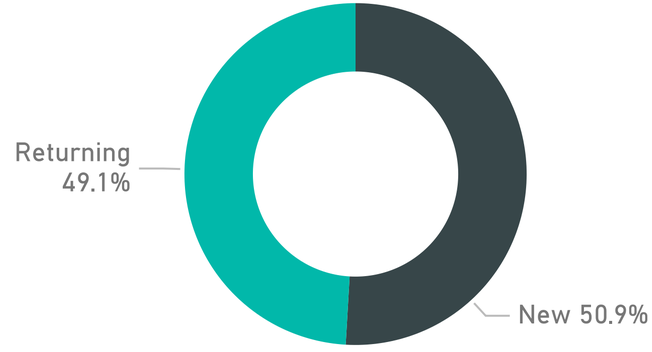
Current Enrollment Month-Over-Month Change
0%

Current Enrollment Year-Over-Year Change
15%

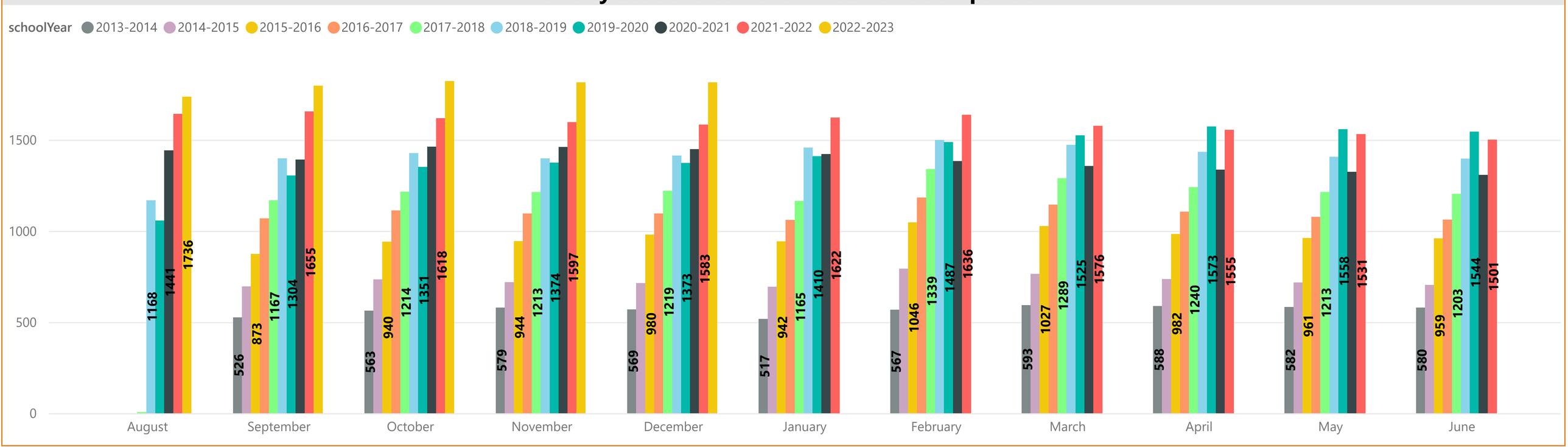
New and Returning



New and Returning Prior Year



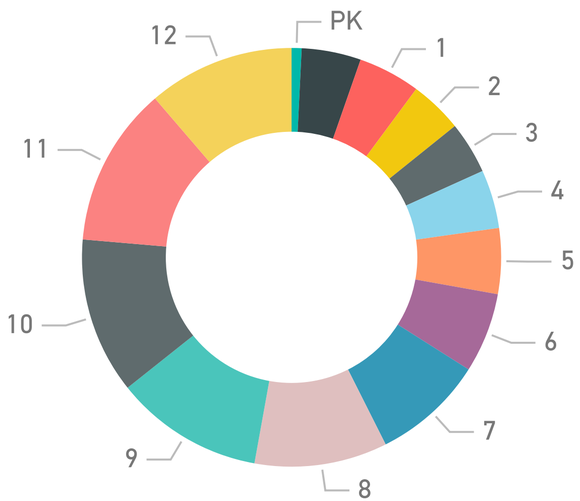
Monthly Student Current Enrollment Comparison



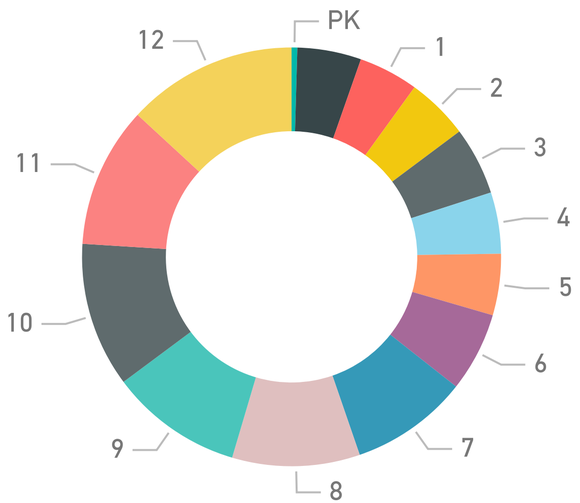
California Connections Academy Northern California

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



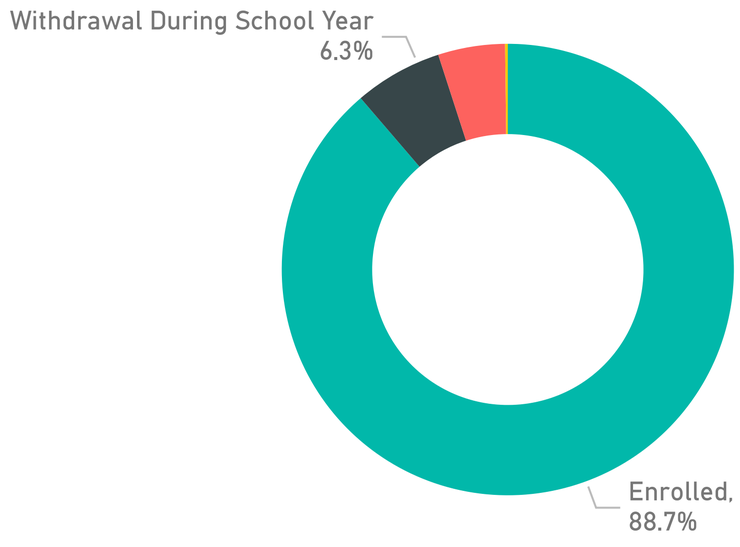
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**234**	**15%**	**218**	**15%**	**256**	**14%**	**258**	**14%**
PK	7	0%	6	0%	14	1%	14	1%
KG	78	5%	75	5%	83	5%	83	5%
1	73	5%	71	5%	87	5%	87	5%
2	76	5%	66	4%	72	4%	74	4%
3-5	**233**	**15%**	**232**	**15%**	**249**	**14%**	**247**	**14%**
3	83	5%	76	5%	72	4%	73	4%
4	75	5%	77	5%	81	4%	82	5%
5	75	5%	79	5%	96	5%	92	5%
6-8	**397**	**25%**	**401**	**27%**	**458**	**25%**	**454**	**25%**
6	97	6%	102	7%	112	6%	112	6%
7	144	9%	137	9%	158	9%	156	9%
8	156	10%	162	11%	188	10%	186	10%
9-12	**719**	**45%**	**650**	**43%**	**852**	**47%**	**856**	**47%**
9	162	10%	159	11%	206	11%	208	11%
10	177	11%	175	12%	214	12%	219	12%
11	172	11%	165	11%	225	12%	224	12%
12	208	13%	151	10%	207	11%	205	11%
Total	**1583**	**100%**	**1501**	**100%**	**1815**	**100%**	**1815**	**100%**

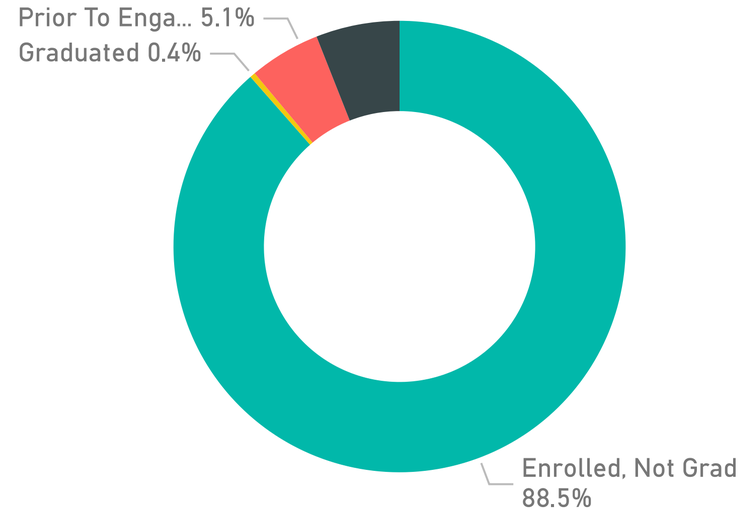
California Connections Academy Northern California

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	1583	89%	1501	77%	1816	90%	1817	89%
Graduated	7	0%	67	3%	3	0%	4	0%
Prior To Engagement	91	5%	109	6%	94	5%	98	5%
Withdrawal During School Year	107	6%	268	14%	101	5%	129	6%
Total	**1788**	**100%**	**1945**	**100%**	**2014**	**100%**	**2048**	**100%**

Enrollment Services Complete (Stage 4)

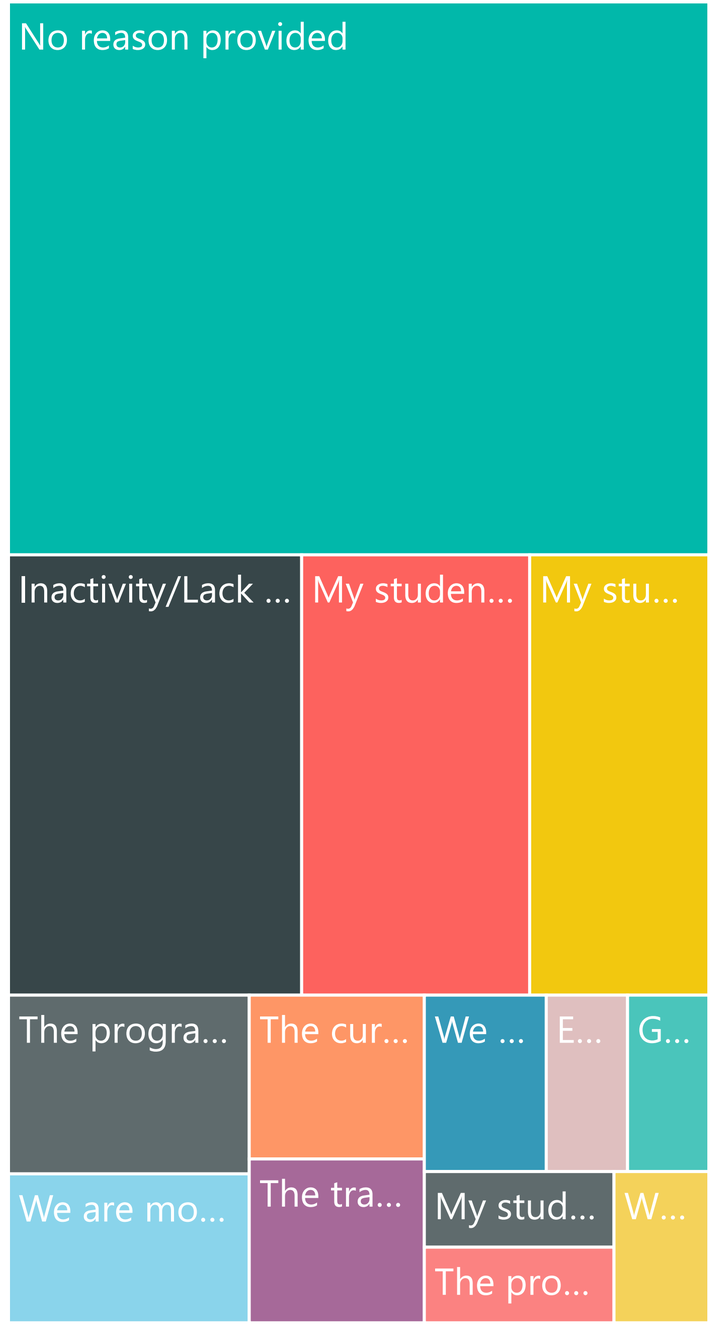
2192

California Connections Academy Northern California

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	3	6		
Another Reason	7	21	2	2
Different/Better Schooling Option (Not related to socialization)	7	17	10	11
Generally dissatisfied with curriculum/course options	1	2	2	2
Inactivity	6	42	9	18
No longer able to provide a Learning Coach	3	7	3	3
No Reason Given	31	60	40	54
Program not flexible enough	3	5	2	2
Program takes too much of Learning Coach's time		3	6	6
Program takes too much of student's time	2	4		
Pursuing GED	1	2	2	2
Student wants more socialization	10	33	14	14
The curriculum is too hard	3	7	3	4
Transition to virtual school too difficult	4	9	3	4
Unhappy with the school	1	2		
We are moving	13	31	4	5
We have chosen to home school	12	17	1	2



California Connections Academy Northern California

December 31, 2022

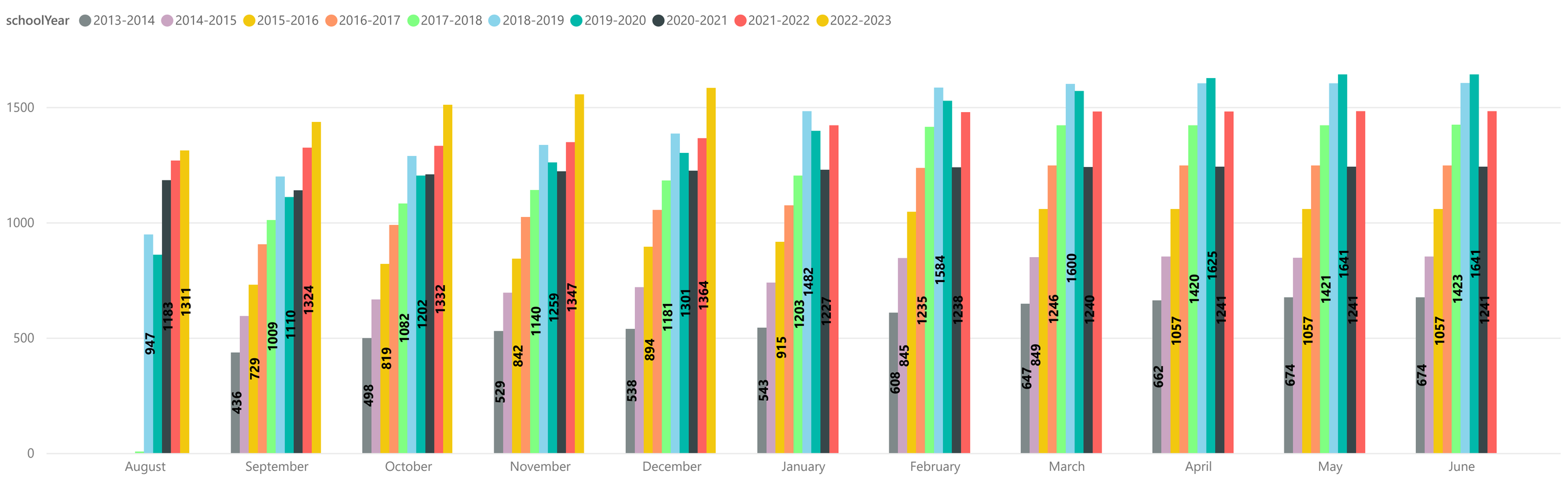
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	1209	1153	1401	1410
Graduated	7	66	3	4
WD During School Year	88	214	85	106
WD Prior To Engagement	83	99	87	91

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.31	1.30	1.30	1.29

Monthly Total Households



California Connections Academy Northern California

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	457	440	567	563
Not Hispanic or Latino	1126	1061	1248	1252

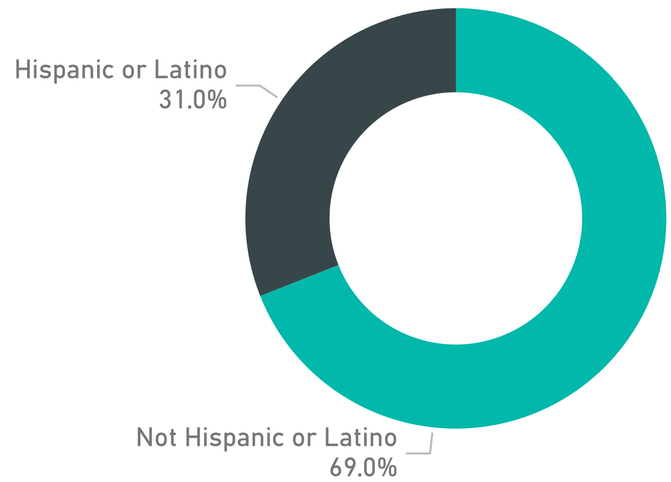
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	152	144	158	154
Asian	293	285	322	320
Black/African American	382	360	426	434
Native Hawaiian or Other Pacific Islander	82	76	87	89
White	1018	957	1166	1163

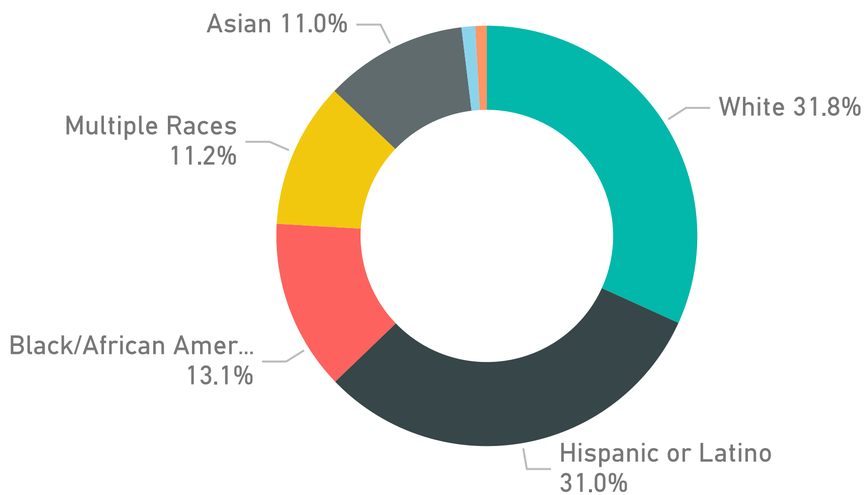
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	15	12	16	16
Asian	178	177	200	199
Black/African American	196	186	233	238
Hispanic or Latino	457	440	567	563
Multiple Races	202	187	202	203
Native Hawaiian or Other Pacific Islander	21	22	19	19
White	514	477	578	577

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity

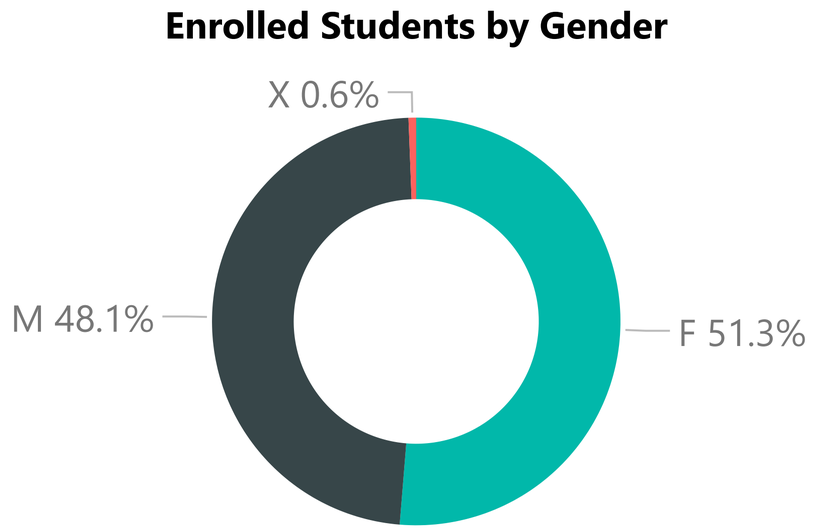


California Connections Academy Northern California

December 31, 2022

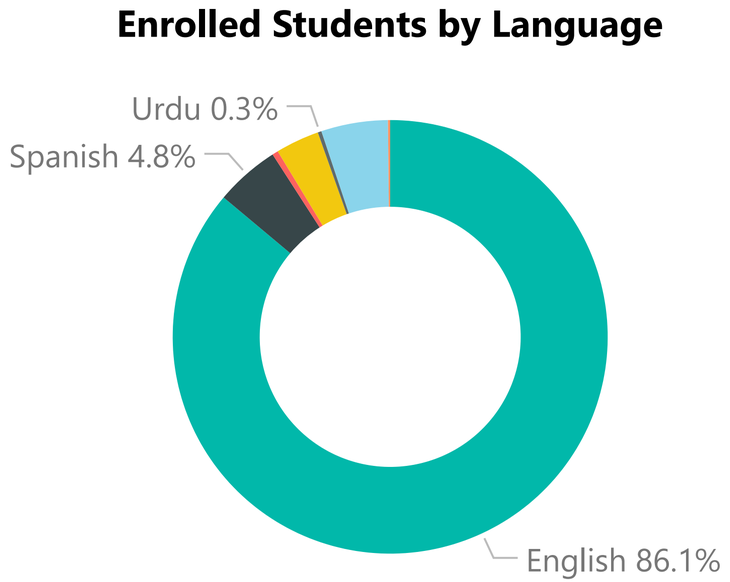
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	852	808	927	931
M	725	687	877	873
Nonbinary		1		
X	6	5	11	11



Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1411	1339	1560	1563
Spanish	52	48	90	87
Russian	6	6	8	8
Arabic	40	36	63	59
Urdu	5	7	4	5
Another Language	63	59	87	90
No Language Reported	6	6	3	3

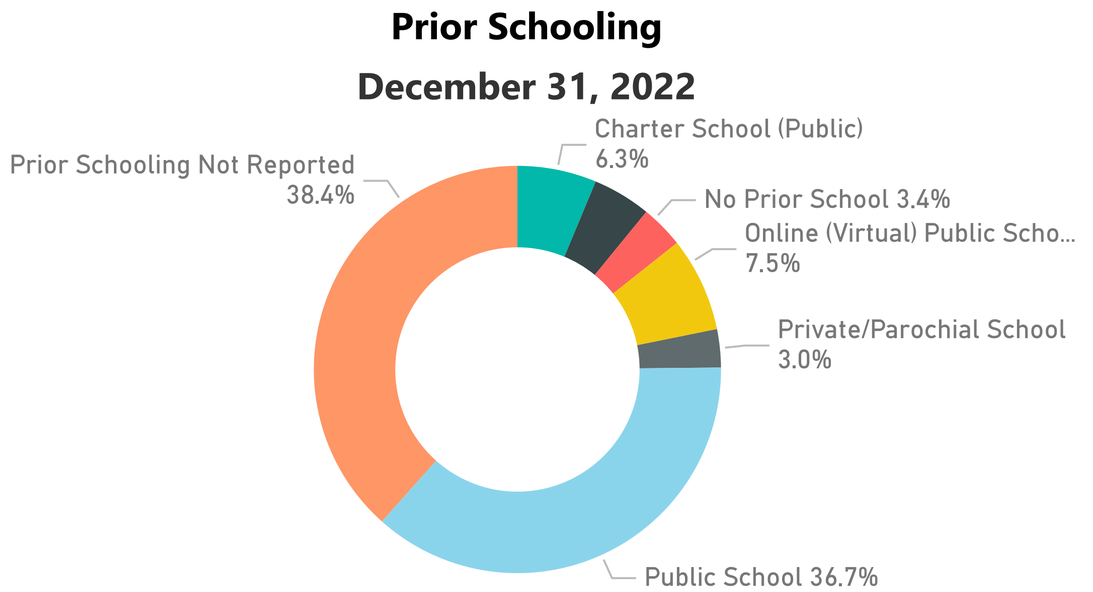


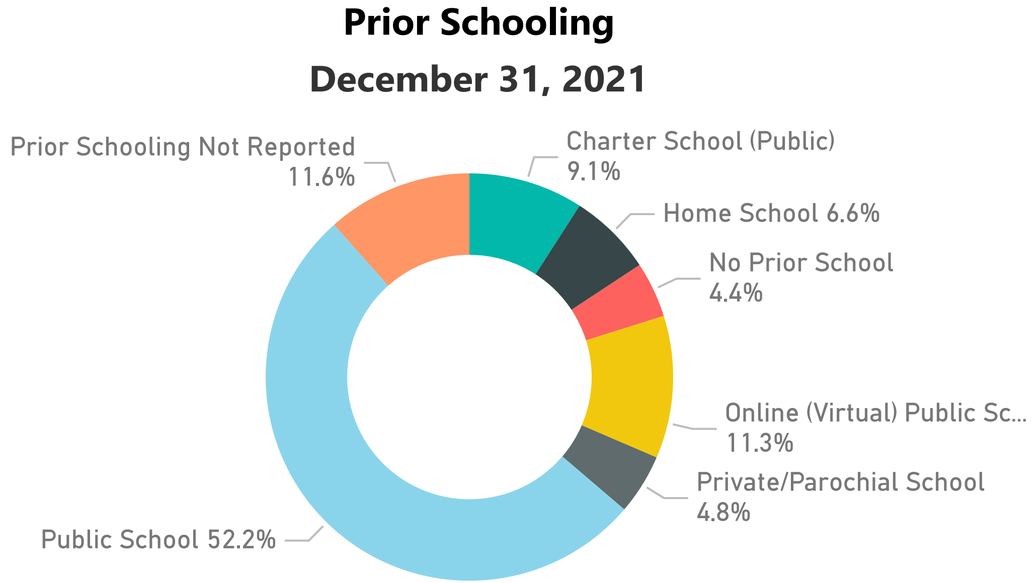
California Connections Academy Northern California

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	144	135	109	114
Home School	105	97	85	84
No Prior School	70	71	62	62
Online (Virtual) Public School	179	183	136	136
Private/Parochial School	76	75	54	55
Public School	826	773	656	667
Prior Schooling Not Reported	183	167	713	697



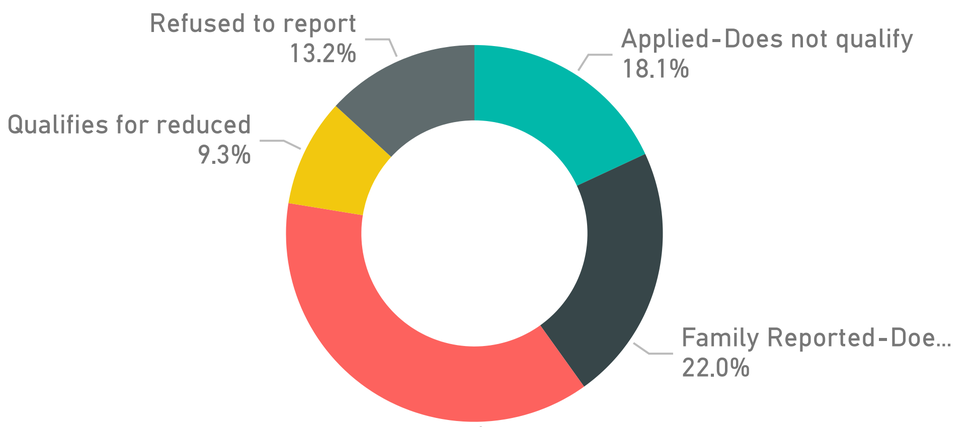


California Connections Academy Northern California

December 31, 2022

FARM Eligibility

December 31, 2022

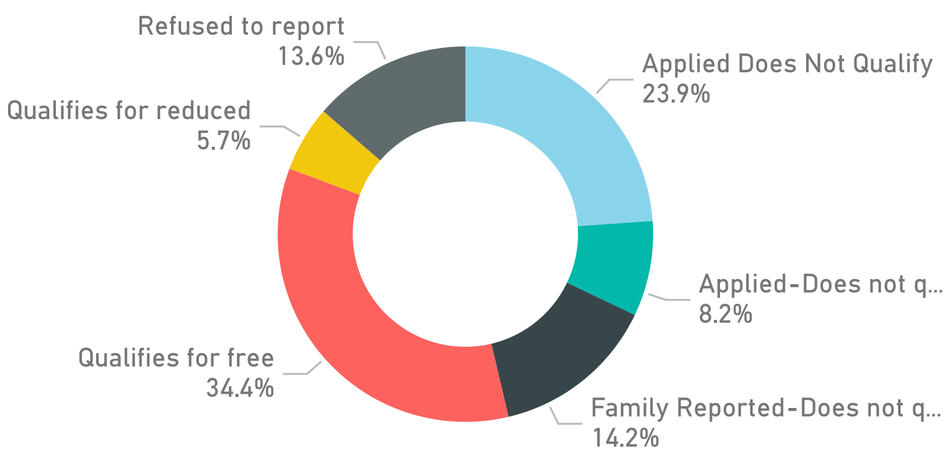


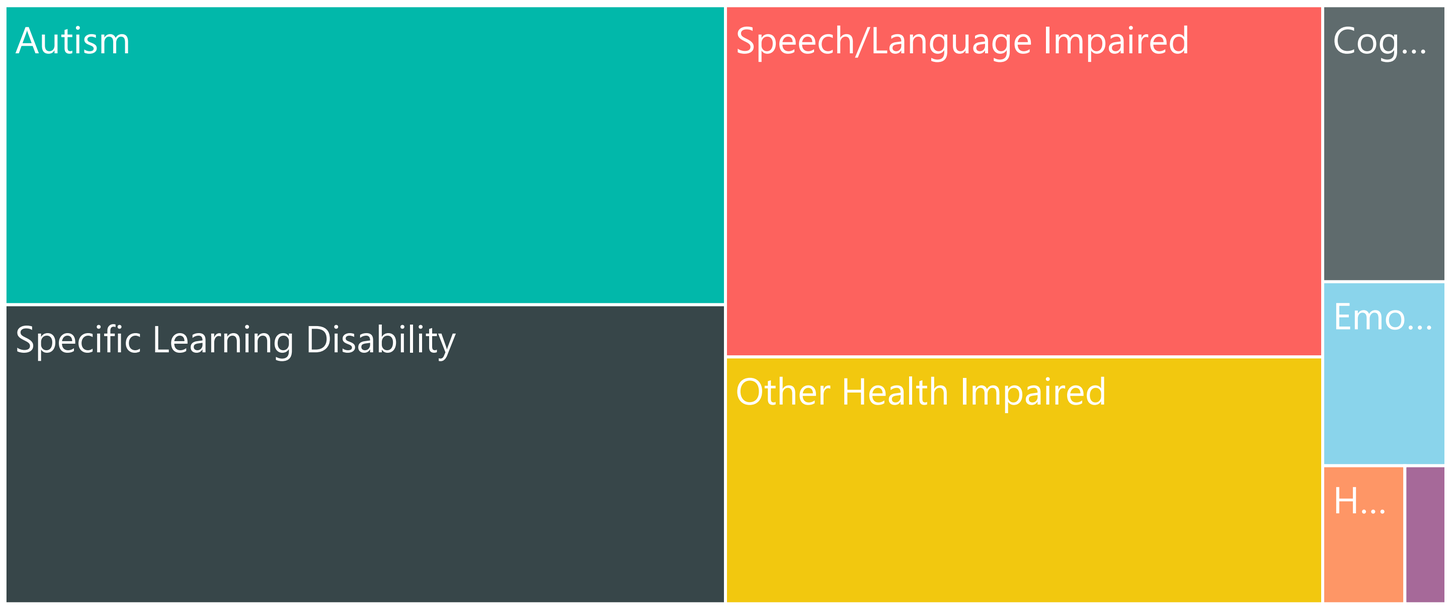
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	33	38	36	38
Cognitive Disability	3	3	6	6
Emotionally Impaired	10	9	4	4
Hearing Impaired	2	2	2	2
Other	2	2	1	1
Other Health Impaired	28	27	26	26
Specific Learning Disability	38	39	39	38
Speech/Language Impaired	37	38	37	37

FARM Eligibility

December 31, 2021

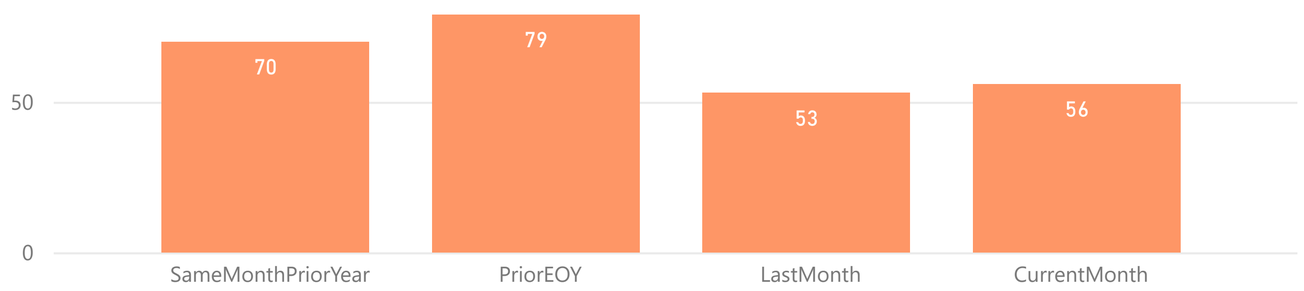




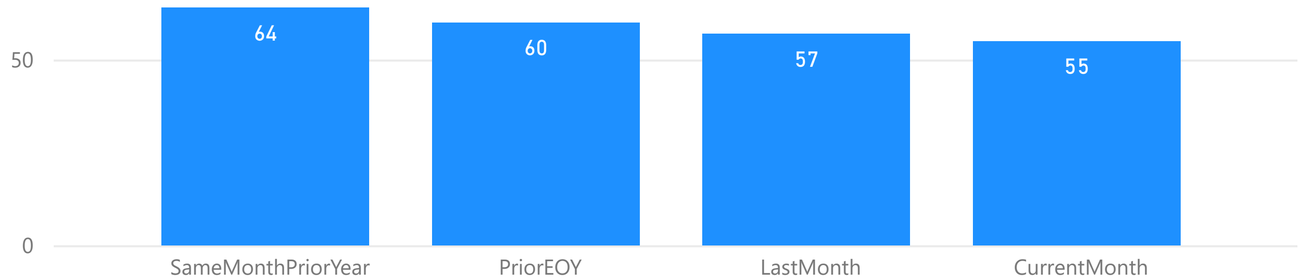
California Connections Academy Northern California

December 31, 2022

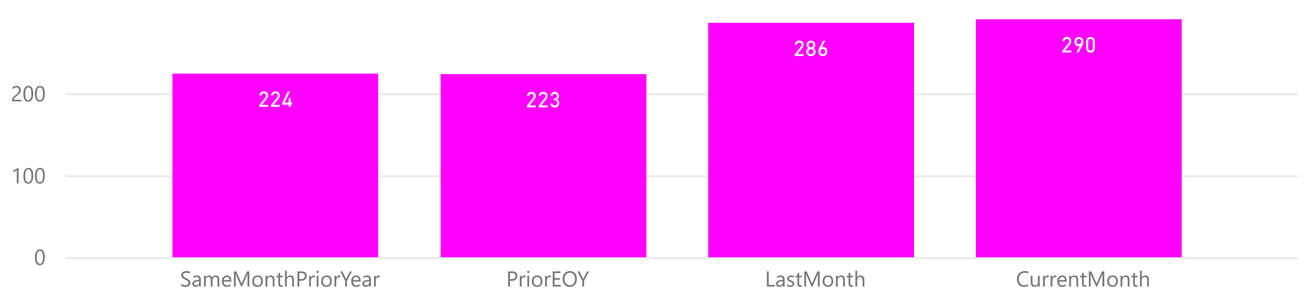
Gifted



Plan504



IEP



Currently Enrolled

1815

Gifted

3%

Plan504

3%

IEP

16%

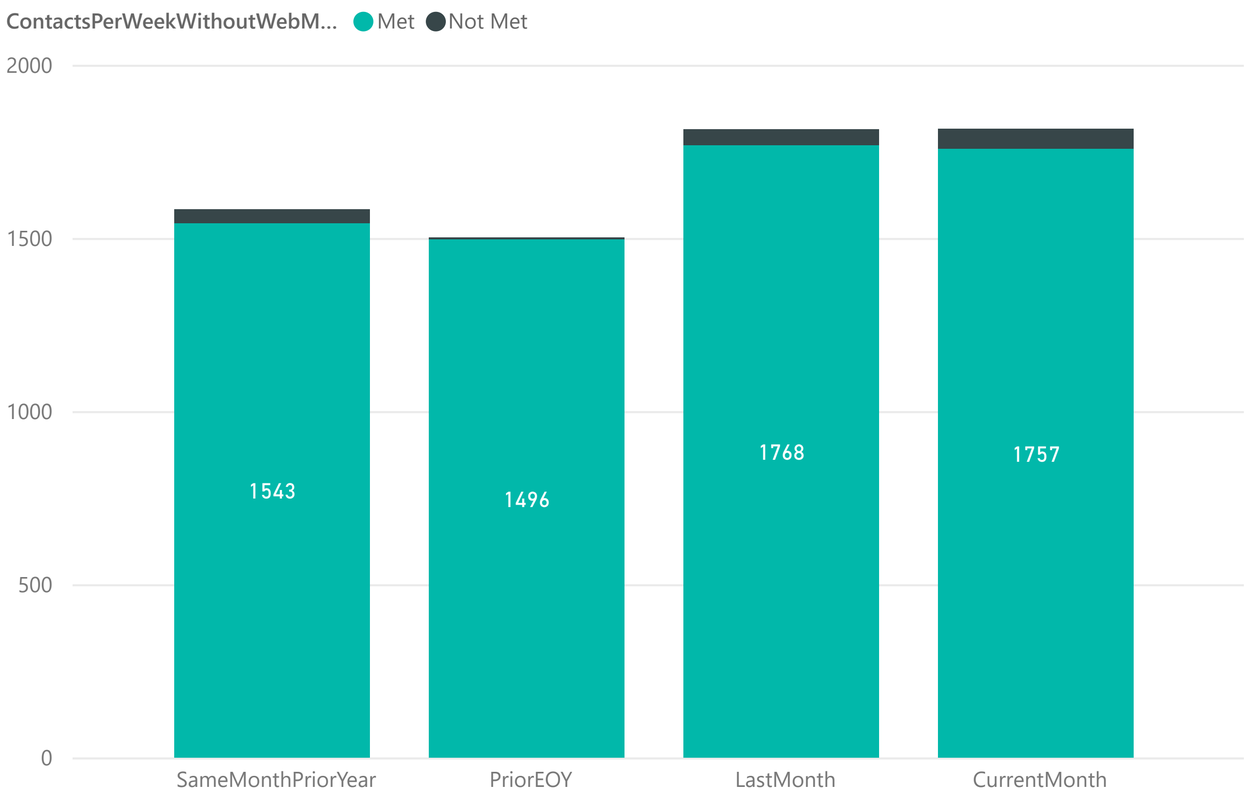
Not in Special Population

78%

California Connections Academy Northern California

December 31, 2022

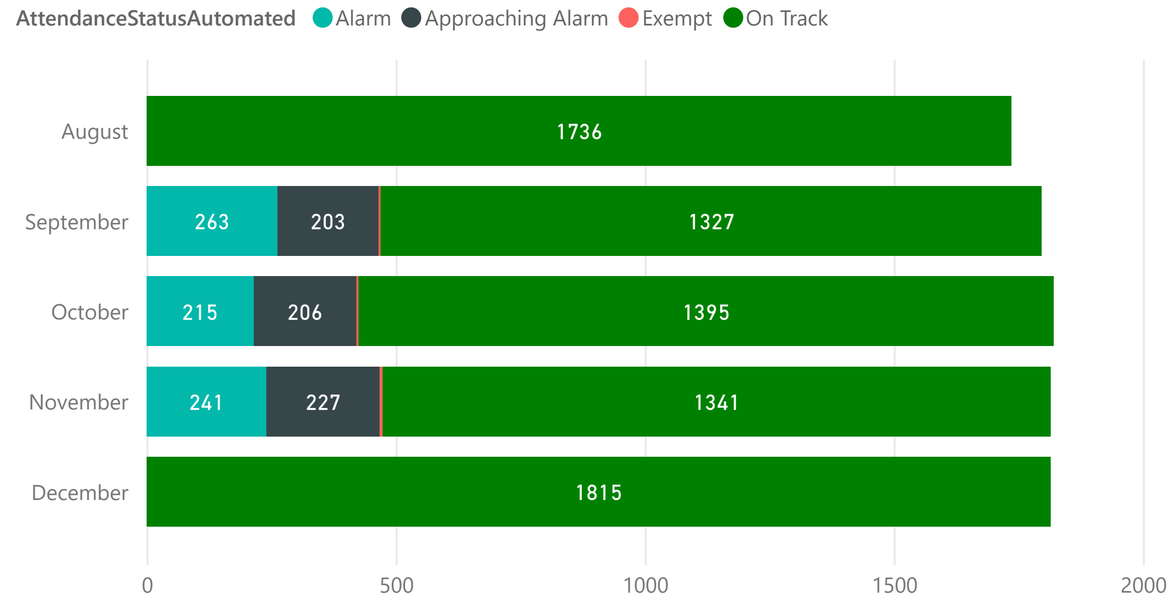
Contacts Per Week



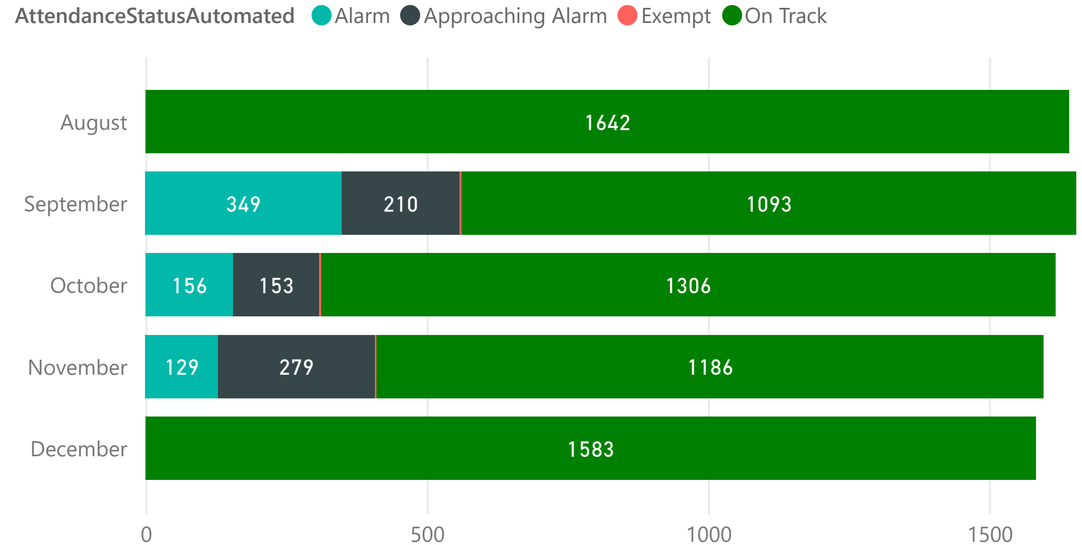
Currently Enrolled

1815

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy Northern California

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	99%	96%	98%
3-5	102%	92%	96%	99%
6-8	105%	94%	99%	101%
9-12	97%	93%	91%	94%
Total	**100%**	**94%**	**94%**	**97%**

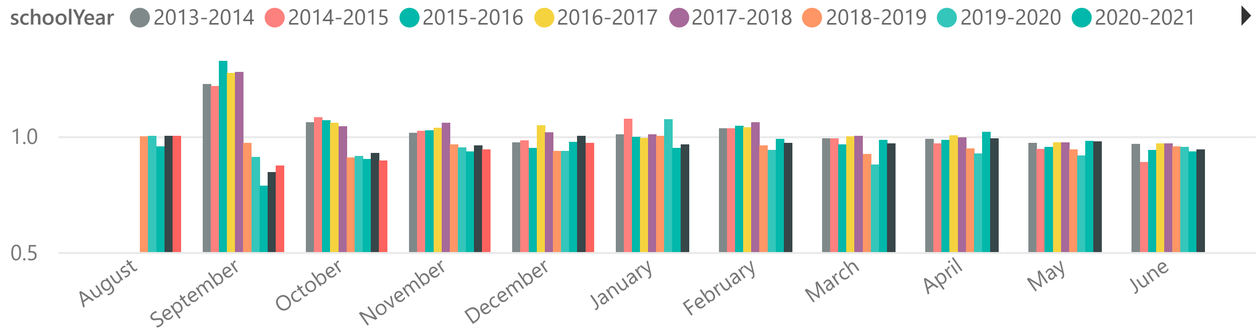
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	90%	88%	87%
3-5	82%	77%	79%
6-8	78%	73%	73%
9-12	71%	67%	67%
Total	**77%**	**73%**	**73%**

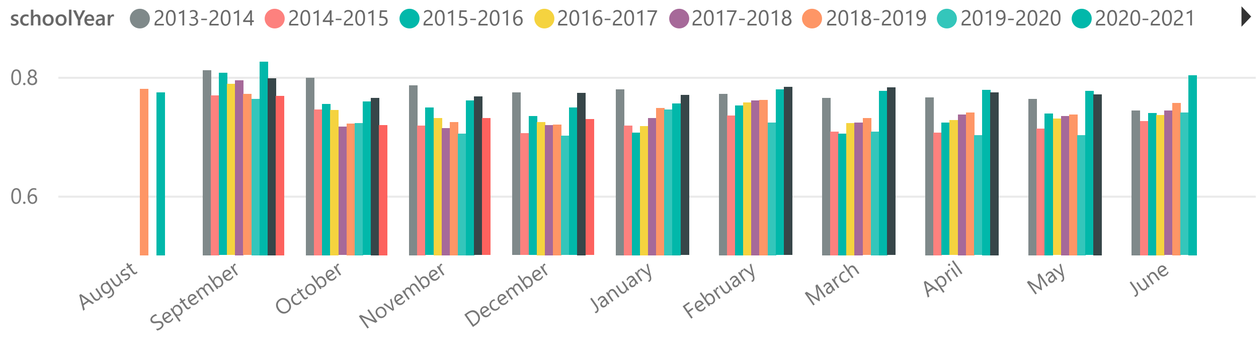
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	95%	97%	98%
3-5	97%	97%	96%	97%
6-8	97%	97%	94%	96%
9-12	93%	92%	87%	88%
Total	**95%**	**95%**	**91%**	**93%**

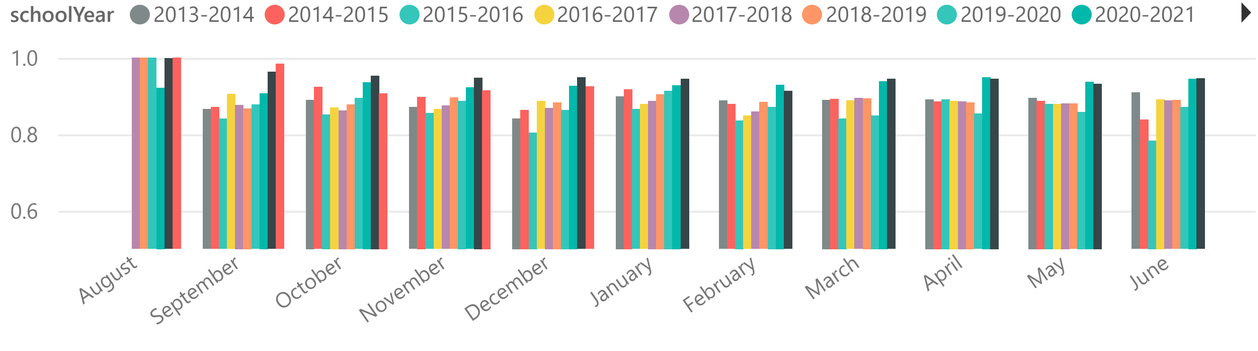
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
1815	2048

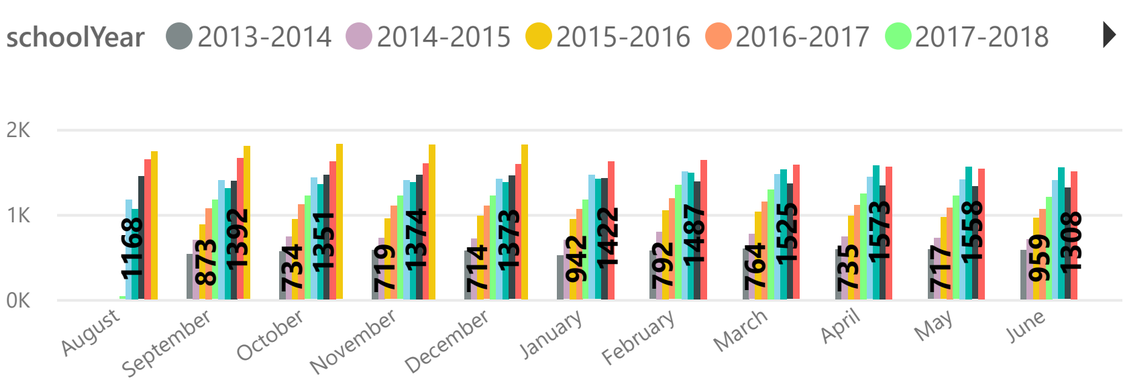
Enrollment Services Complete (Stage 4)
2192

California Connections Academy Northern Califo...
December 31, 2022

Current Enrollment Month-Over-Month Change
0%

Current Enrollment Year-Over-Year Change
15%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	1583	89%	1817	89%
Graduated	7	0%	4	0%
Prior To Engagement	91	5%	98	5%
Withdrawal During School Year	107	6%	129	6%
Total	**1788**	**100%**	**2048**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	806	50.92%	879	48.43%
Returning	777	49.08%	936	51.57%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	1209	1410
Graduated	7	4
WD During School Year	88	106
WD Prior To Engagement	83	91

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.31	1.29

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**234**	**15%**	**258**	**14%**
PK	7	0%	14	1%
KG	78	5%	83	5%
1	73	5%	87	5%
2	76	5%	74	4%
3-5	**233**	**15%**	**247**	**14%**
3	83	5%	73	4%
4	75	5%	82	5%
5	75	5%	92	5%
6-8	**397**	**25%**	**454**	**25%**
6	97	6%	112	6%
7	144	9%	156	9%
8	156	10%	186	10%
9-12	**719**	**45%**	**856**	**47%**
9	162	10%	208	11%
10	177	11%	219	12%
11	172	11%	224	12%
12	208	13%	205	11%
Total	**1583**	**100%**	**1815**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMo...
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program takes too much of the student's time.	
The program/schedule is not flexible enough.	
The transition to virtual school was too difficult.	
Violation of state regulations	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with our student's teachers.	

California Connections Academy Northern Califo...
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	852	931
M	725	873
X	6	11

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	1411	1563
Spanish	52	87
Russian	6	8
Arabic	40	59
Urdu	5	5
Another Language	63	90
No Language Reported	6	3

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	33	38
Cognitive Disability	3	6
Emotionally Impaired	10	4
Hearing Impaired	2	2
Other	2	1
Other Health Impaired	28	26
Specific Learning Disability	38	38
Speech/Language Impaired	37	37

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	70	56

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	64	55

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	224	290

Gifted	Plan504
3%	3%

IEP	Not in Special Population
16%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	457	563
Not Hispanic or Latino	1126	1252

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	152	154
Asian	293	320
Black/African American	382	434
Native Hawaiian or Other Pacific Islander	82	89
White	1018	1163

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	361	
Applied-Does not qualify	113	298
Family Reported-Does not qualify	196	373
Qualifies for free	487	625
Qualifies for reduced	78	152
Refused to report	195	215

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	15	16
Asian	178	199
Black/African American	196	238
Hispanic or Latino	457	563
Multiple Races	202	203
Native Hawaiian or Other Pacific Islander	21	19
White	514	577

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	144	114
Home School	105	84
No Prior School	70	62
Online (Virtual) Public School	179	136
Private/Parochial School	76	55
Public School	826	667
Prior Schooling Not Reported	183	697

California Connections Academy Northern Califo...
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	1543	1757
Not Met	40	58

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	1583	1815

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	98%
3-5	102%	99%
6-8	105%	101%
9-12	97%	94%
Total	**100%**	**97%**

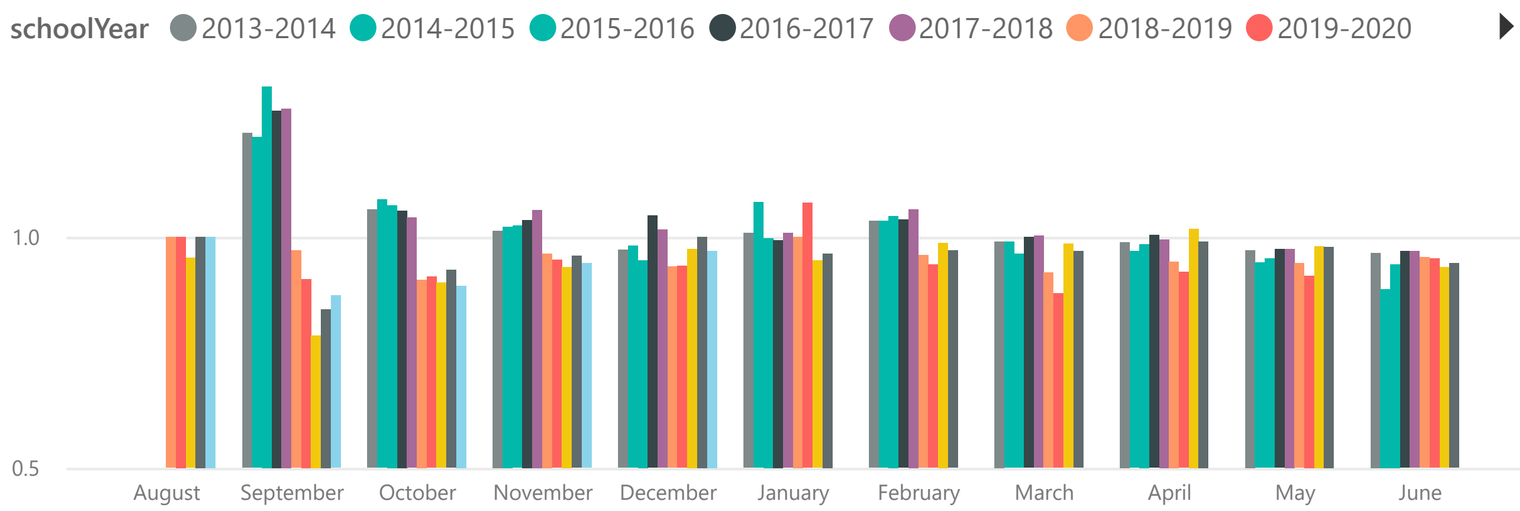
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	90%	87%
3-5	82%	79%
6-8	78%	73%
9-12	71%	67%
Total	**77%**	**73%**

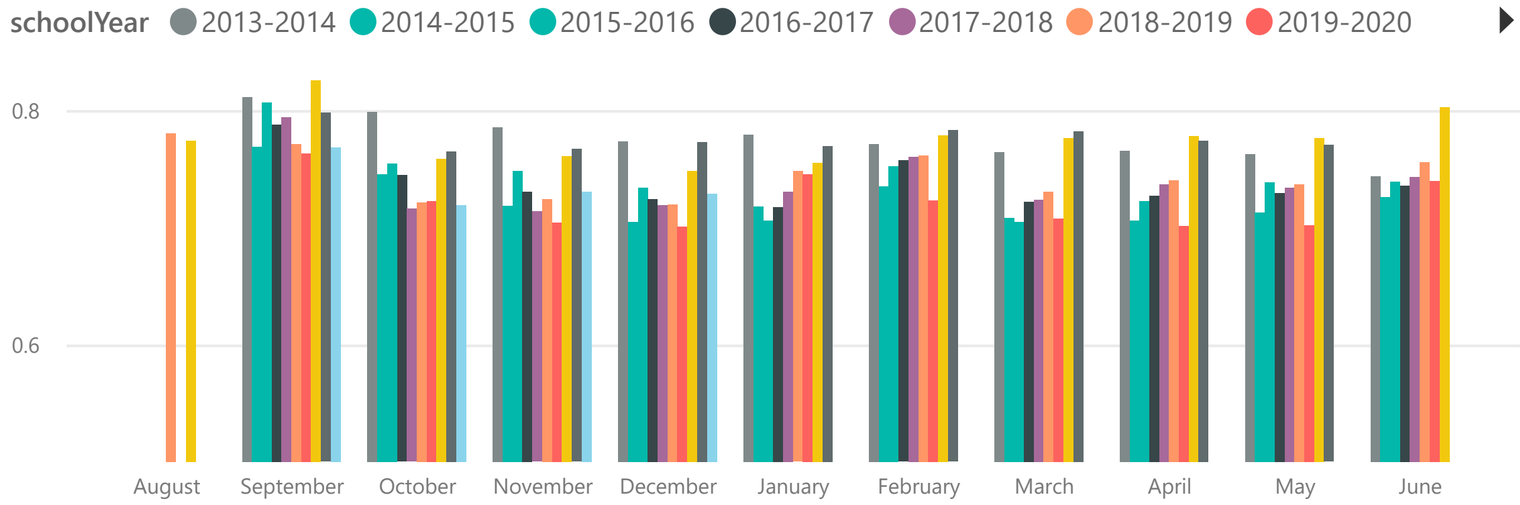
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	98%
3-5	97%	97%
6-8	97%	96%
9-12	93%	88%
Total	**95%**	**93%**

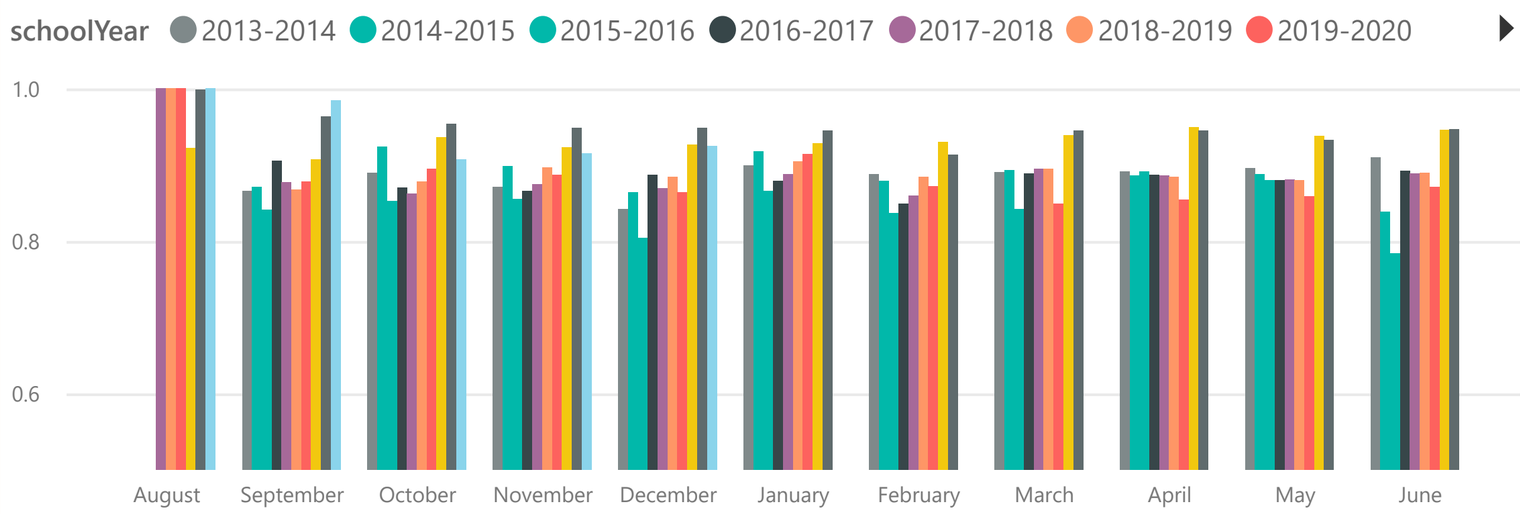
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

California Connections Academy North Bay & December 31, 2022

Currently Enrolled

158

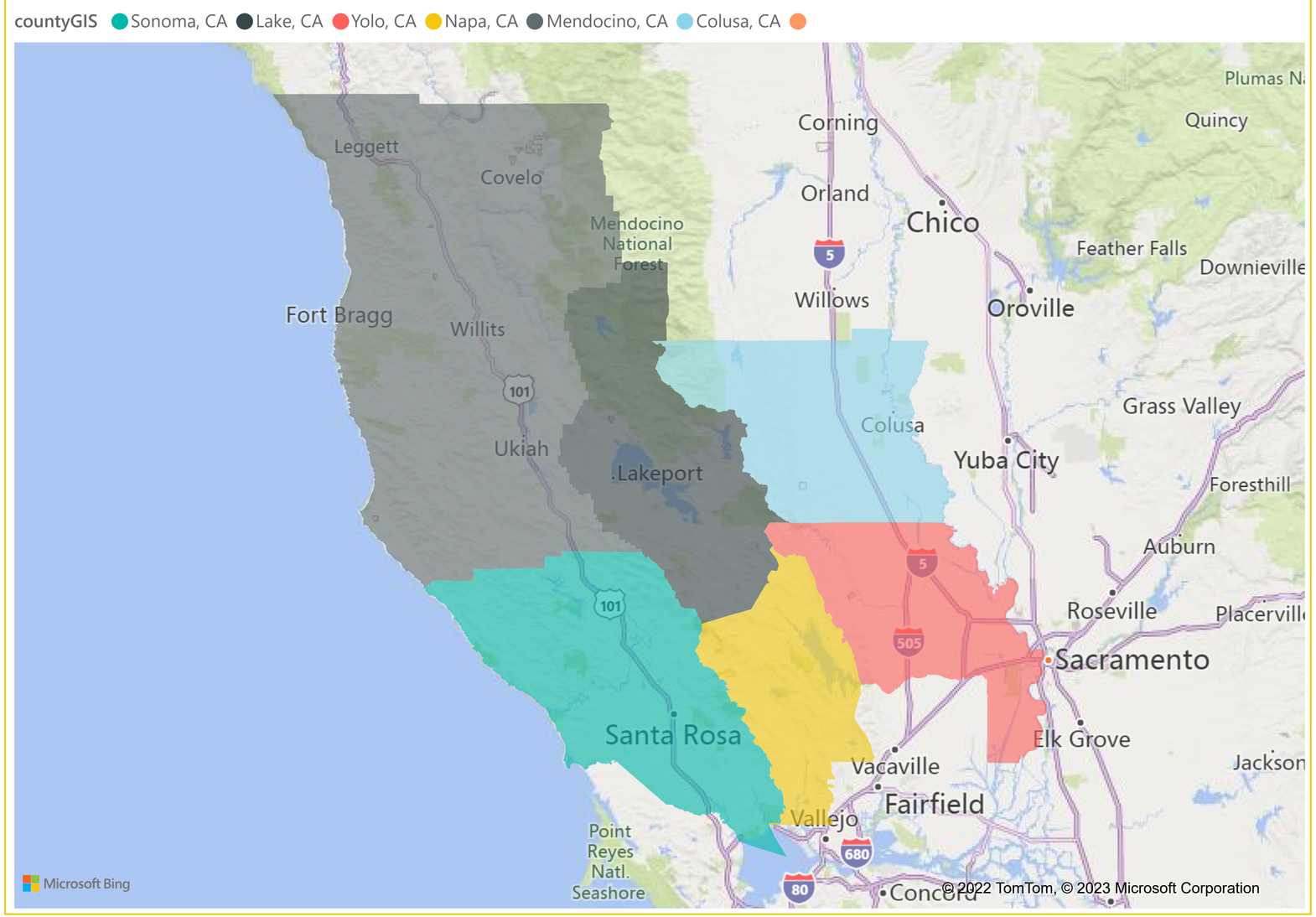
Total YTD Enrolled

180

Enrollment Services Complete (Stage 4)

198

Enrolled Students by County



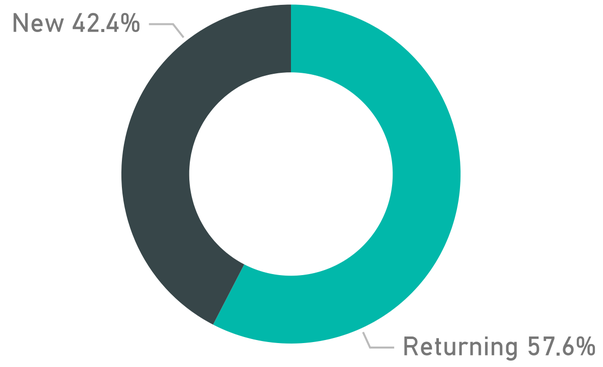
California Connections Academy North Bay

December 31, 2022

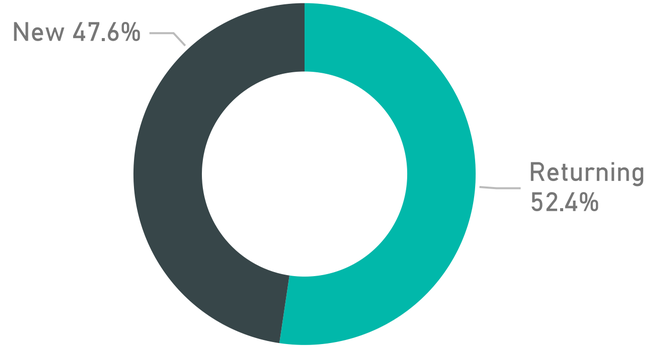
Current Enrollment Month-Over-Month Change
1%

Current Enrollment Year-Over-Year Change
-7%

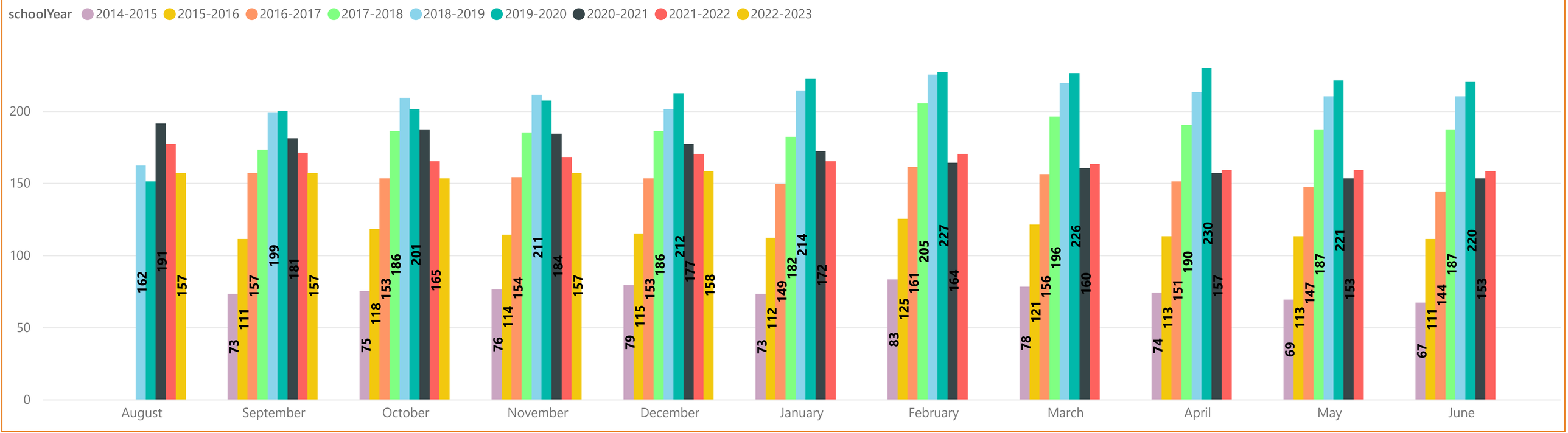
New and Returning



New and Returning Prior Year



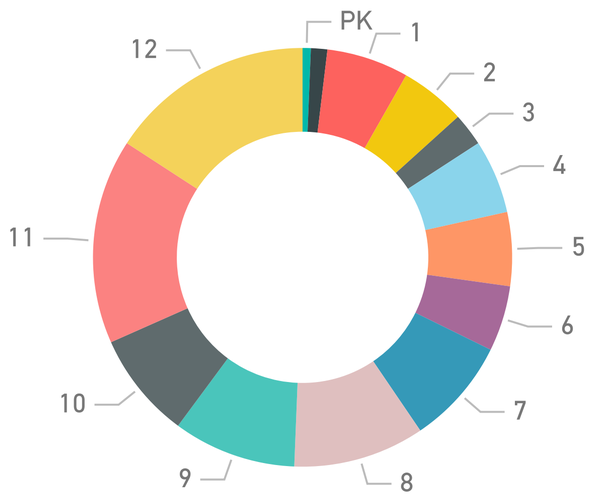
Monthly Student Current Enrollment Comparison



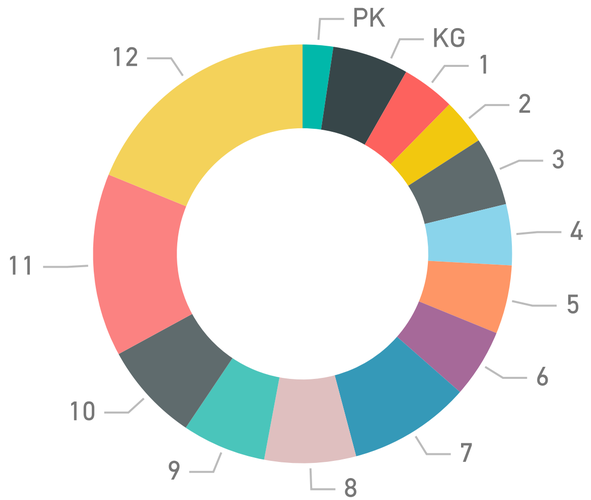
California Connections Academy North Bay

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



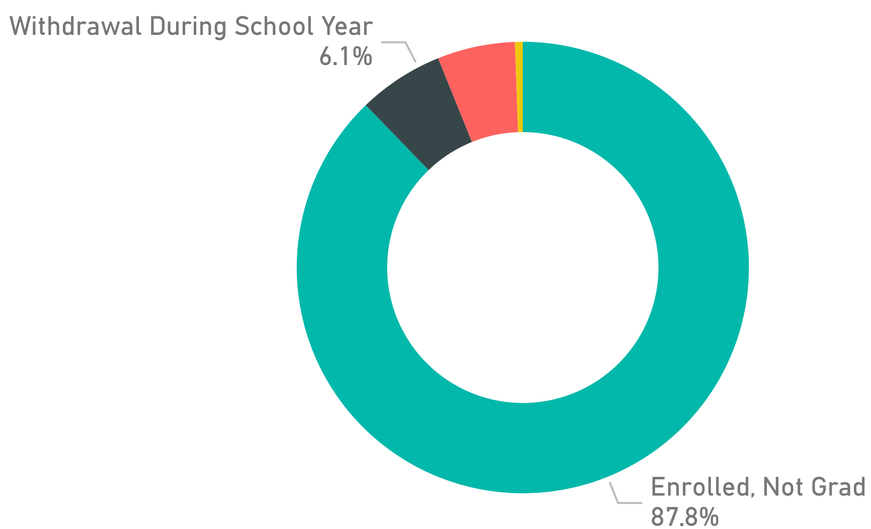
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**27**	**16%**	**21**	**13%**	**21**	**13%**	**21**	**13%**
PK	4	2%	2	1%	1	1%	1	1%
KG	10	6%	7	4%	2	1%	2	1%
1	7	4%	7	4%	10	6%	10	6%
2	6	4%	5	3%	8	5%	8	5%
3-5	**26**	**15%**	**23**	**15%**	**23**	**15%**	**22**	**14%**
3	9	5%	8	5%	4	3%	4	3%
4	8	5%	8	5%	10	6%	9	6%
5	9	5%	7	4%	9	6%	9	6%
6-8	**37**	**22%**	**35**	**22%**	**36**	**23%**	**37**	**23%**
6	9	5%	7	4%	7	4%	8	5%
7	16	9%	16	10%	13	8%	13	8%
8	12	7%	12	8%	16	10%	16	10%
9-12	**80**	**47%**	**79**	**50%**	**77**	**49%**	**78**	**49%**
9	11	6%	11	7%	14	9%	15	9%
10	13	8%	16	10%	13	8%	13	8%
11	24	14%	23	15%	24	15%	25	16%
12	32	19%	29	18%	26	17%	25	16%
Total	**170**	**100%**	**158**	**100%**	**157**	**100%**	**158**	**100%**

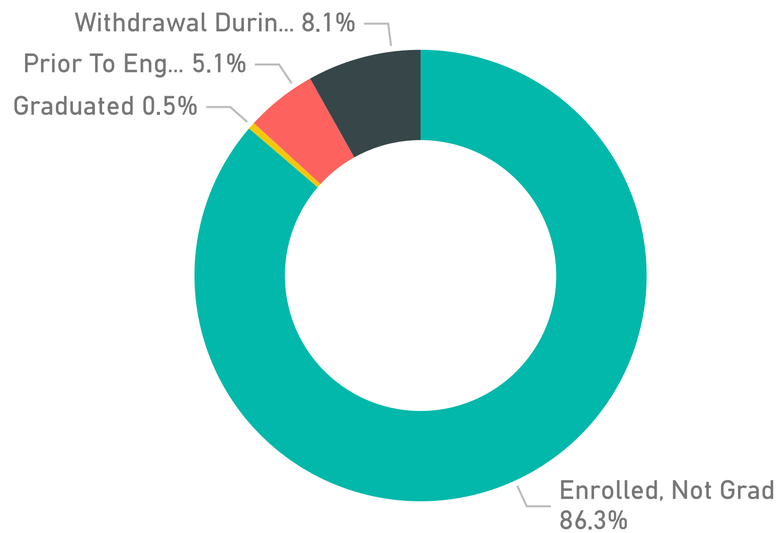
California Connections Academy North Bay

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	170	86%	158	77%	157	89%	158	88%
Graduated	1	1%	4	2%	1	1%	1	1%
Prior To Engagement	10	5%	10	5%	10	6%	10	6%
Withdrawal During School Year	16	8%	34	17%	8	5%	11	6%
Total	**197**	**100%**	**206**	**100%**	**176**	**100%**	**180**	**100%**

Enrollment Services Complete (Stage 4)

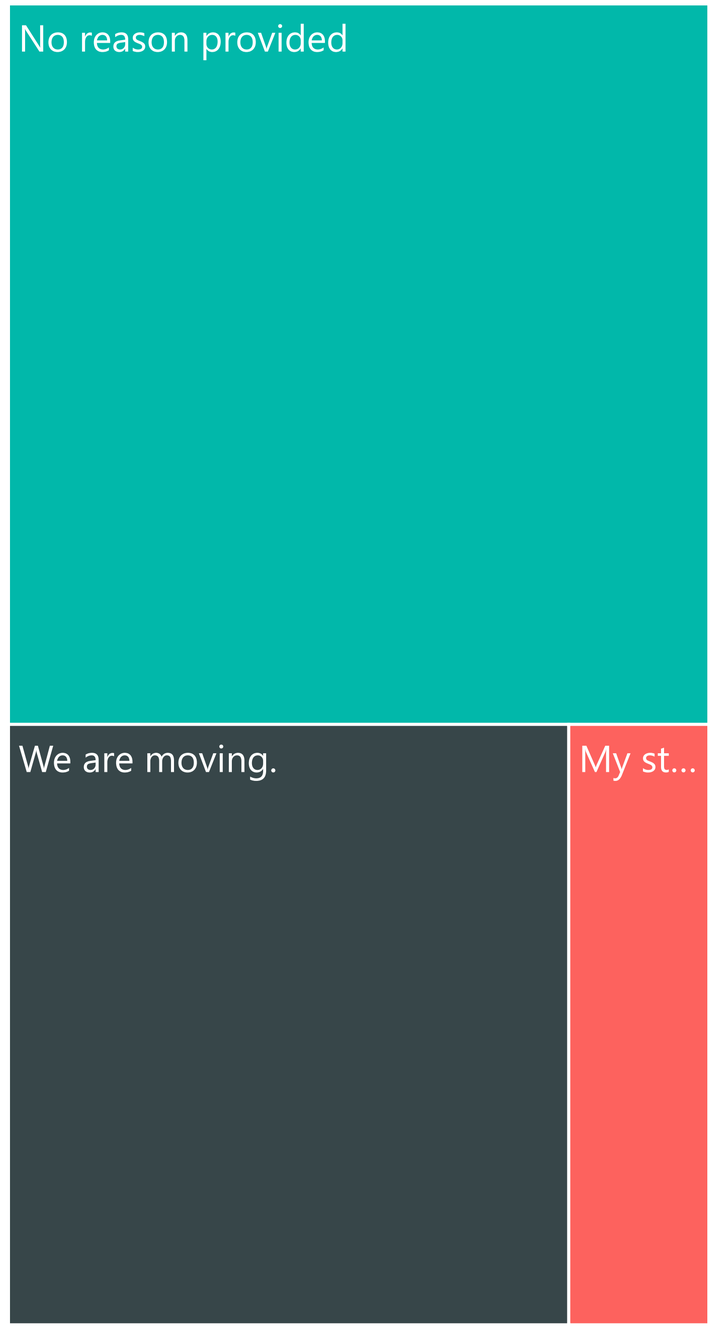
198

California Connections Academy North Bay

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
		1		
Different/Better Schooling Option (Not related to socialization)	1	4		
Inactivity		4		
No Reason Given	7	10	5	6
Program takes too much of Learning Coach's time		1		
Program takes too much of student's time	1	1		
Pursuing GED				1
Student wants more socialization		2		
Transition to virtual school too difficult		1		
Unhappy with the school		1		
We are moving	7	8	3	4
We have chosen to home school		1		



California Connections Academy North Bay

December 31, 2022

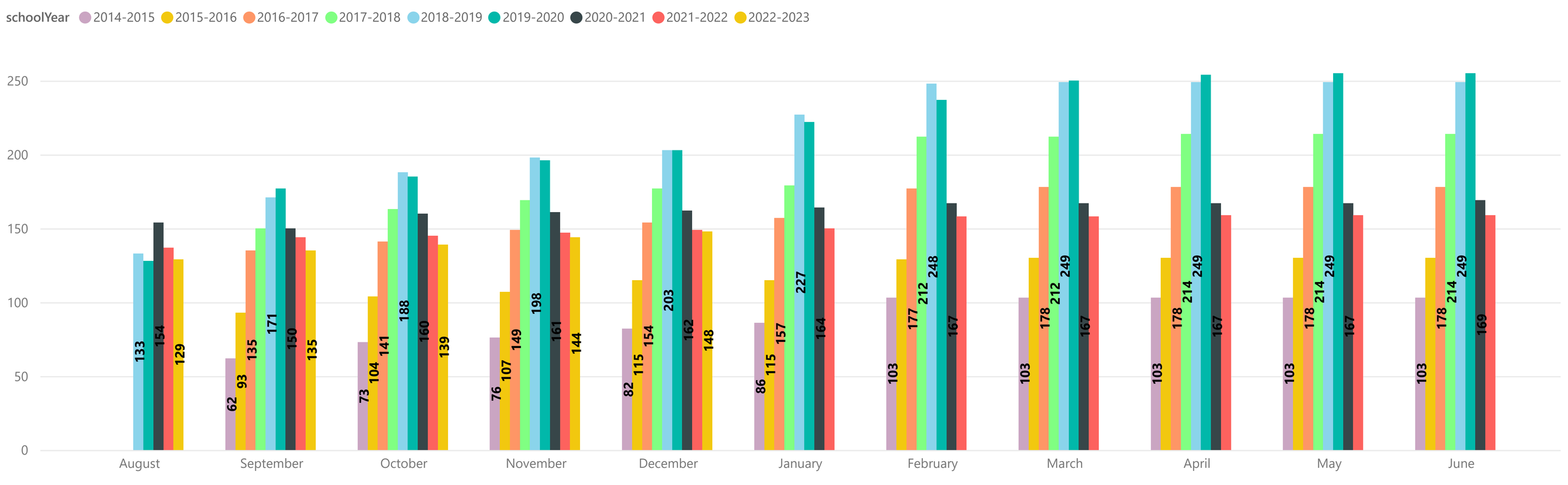
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	131	125	128	129
Graduated	1	5	1	1
WD During School Year	10	23	6	9
WD Prior To Engagement	8	8	10	10

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.30	1.26	1.23	1.22

Monthly Total Households



California Connections Academy North Bay

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	54	48	47	46
Not Hispanic or Latino	116	110	110	112

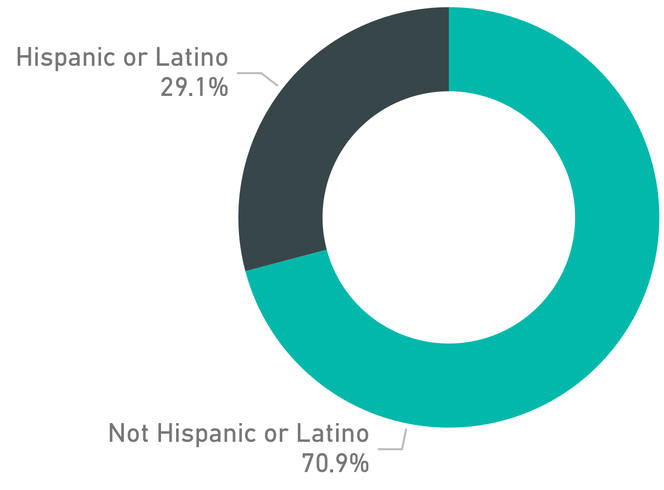
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	7	9	16	16
Asian	12	11	12	13
Black/African American	28	26	14	14
Native Hawaiian or Other Pacific Islander	9	9	8	8
White	140	128	129	130

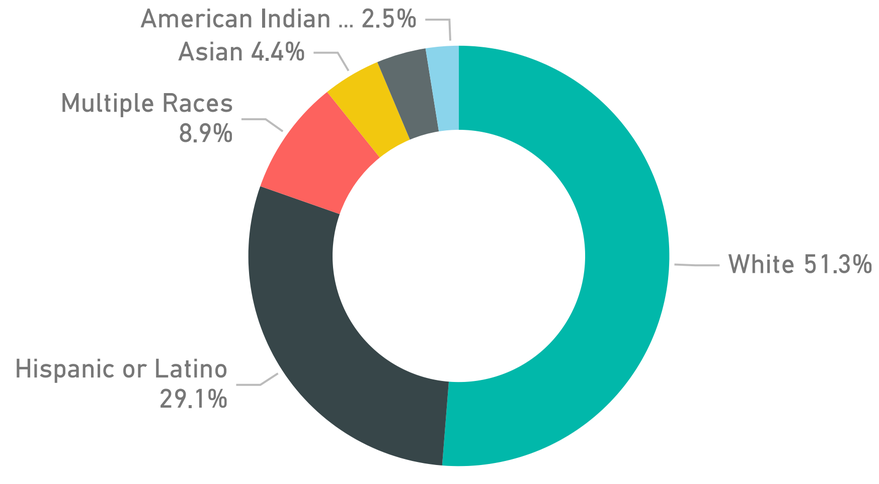
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	2	2	4	4
Asian	8	7	7	7
Black/African American	10	10	6	6
Hispanic or Latino	54	48	47	46
Multiple Races	14	14	13	14
Native Hawaiian or Other Pacific Islander	1	1		
White	81	76	80	81

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity

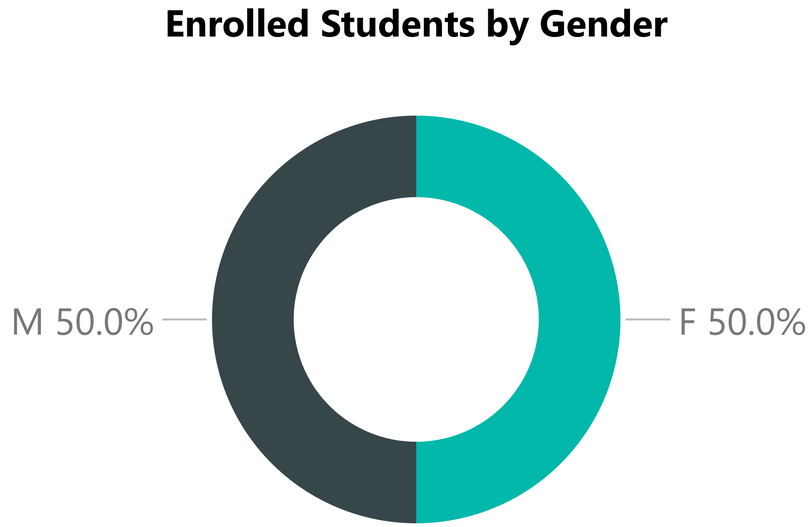


California Connections Academy North Bay

December 31, 2022

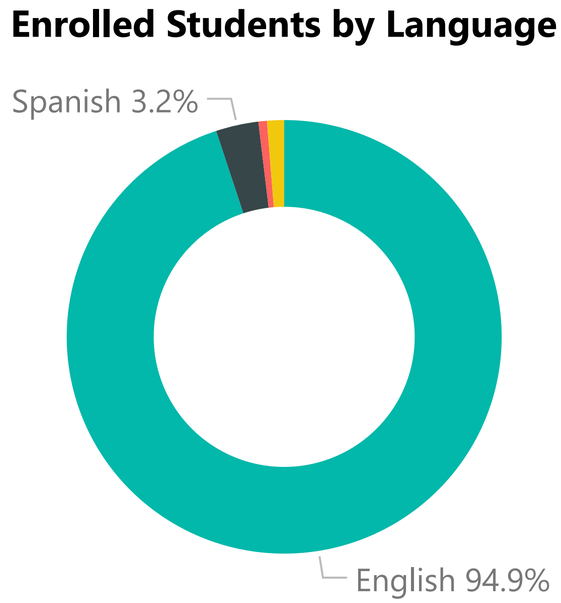
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	86	78	79	79
M	84	80	78	79



Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	154	148	149	150
Spanish	10	5	5	5
Russian	1	1	1	1
Arabic	1	1		
Another Language	4	3	2	2

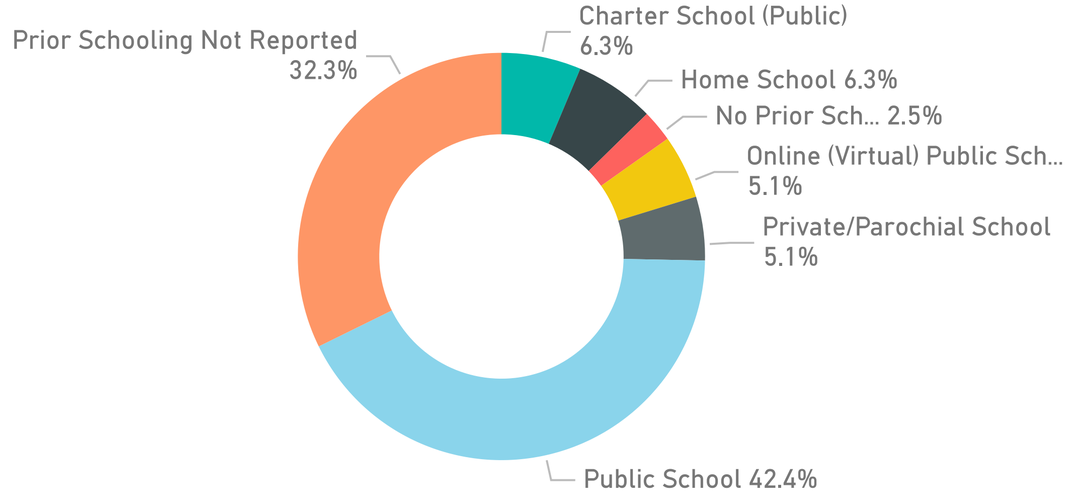


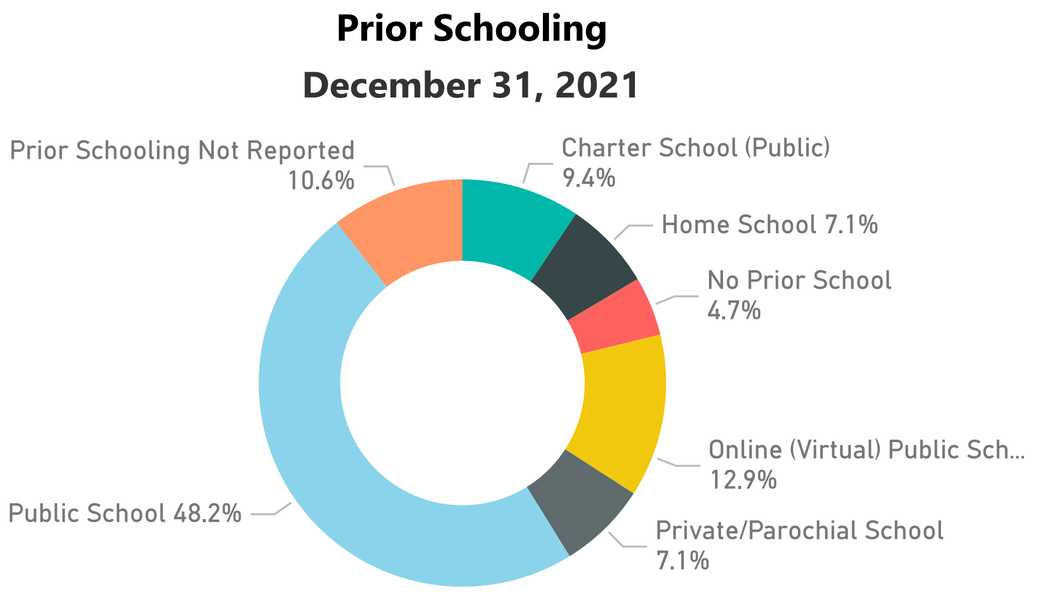
California Connections Academy North Bay

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	16	15	9	10
Home School	12	9	10	10
No Prior School	8	8	4	4
Online (Virtual) Public School	22	17	8	8
Private/Parochial School	12	11	8	8
Public School	82	84	65	67
Prior Schooling Not Reported	18	14	53	51



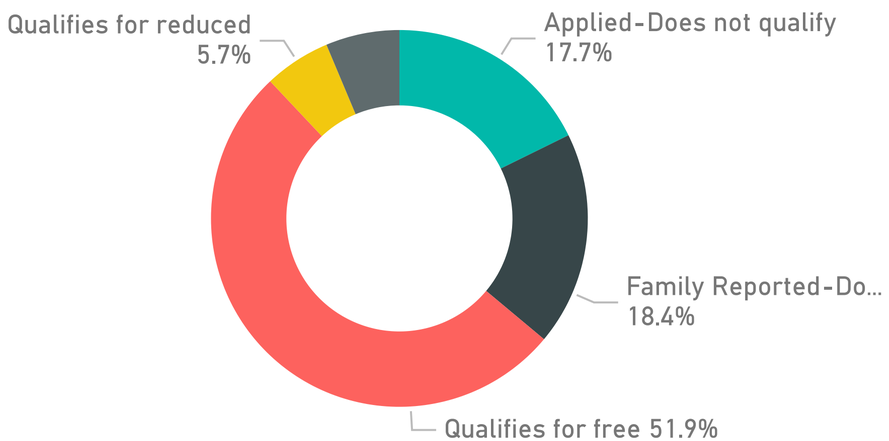


California Connections Academy North Bay

December 31, 2022

FARM Eligibility

December 31, 2022

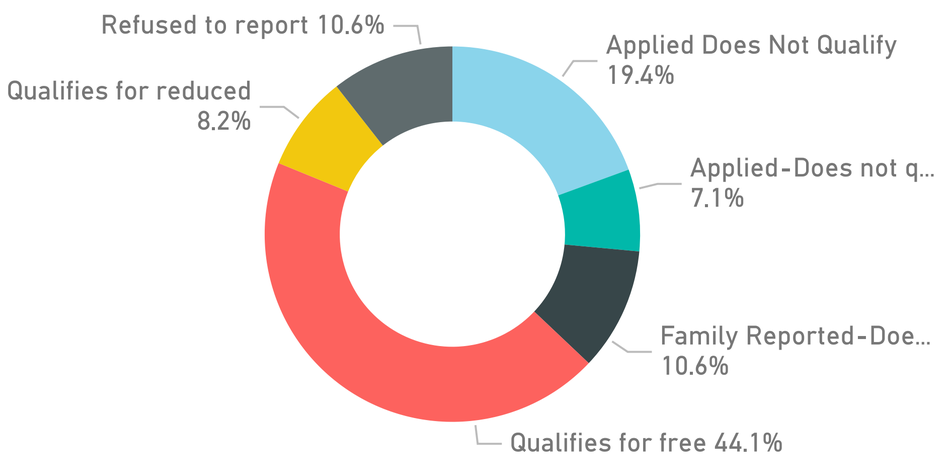


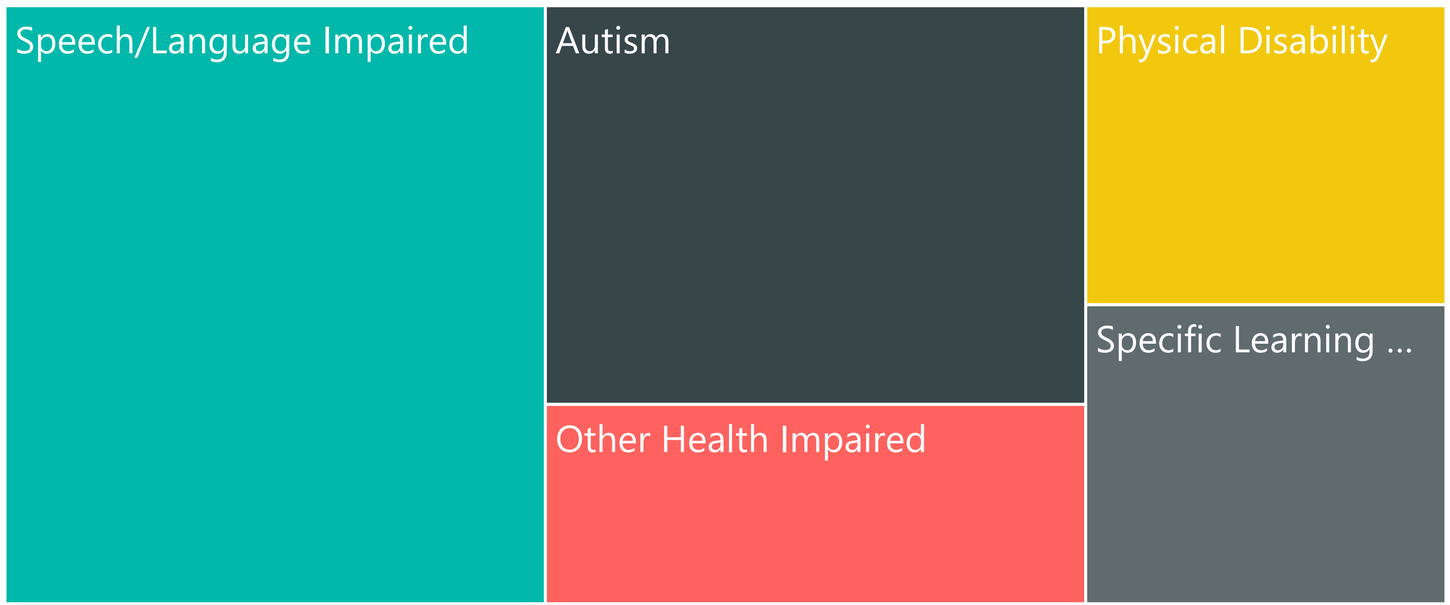
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	1	1	2	2
Cognitive Disability	2	2		
Other Health Impaired	1	1	1	1
Physical Disability			1	1
Specific Learning Disability	3	3	1	1
Speech/Language Impaired	3	3	3	3

FARM Eligibility

December 31, 2021

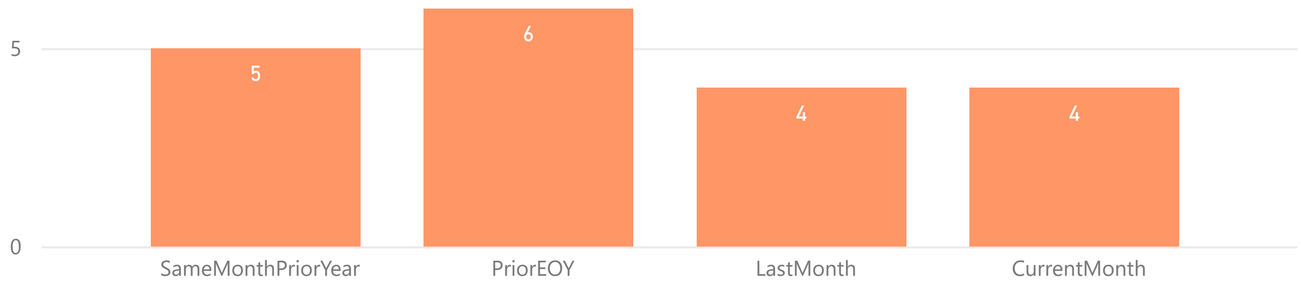




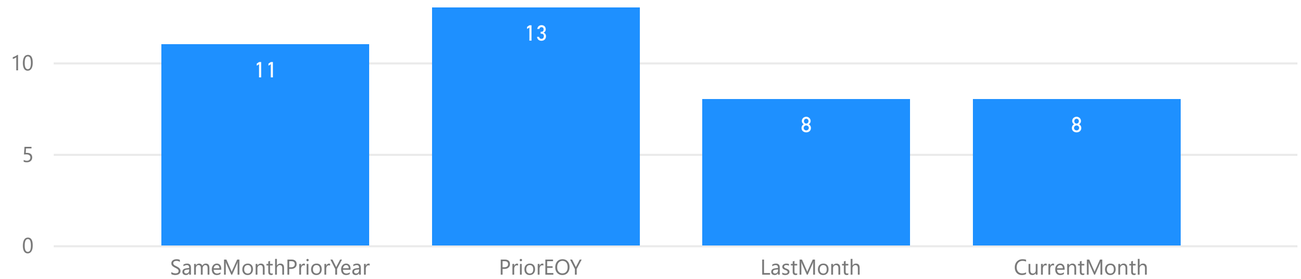
California Connections Academy North Bay

December 31, 2022

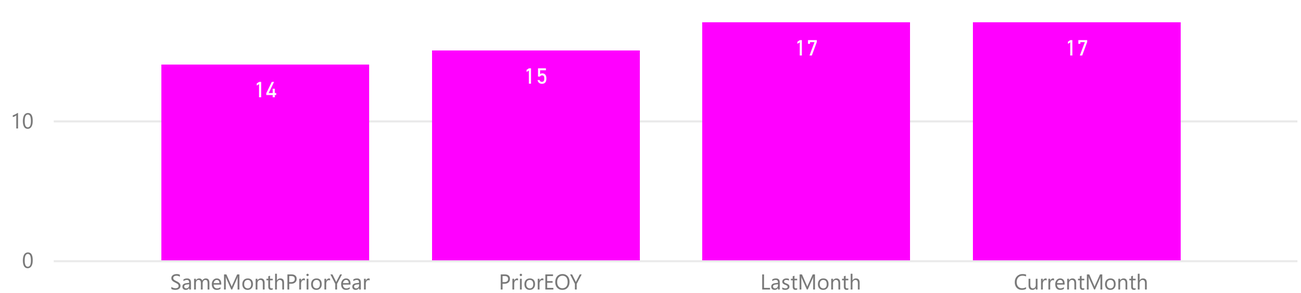
Gifted



Plan504



IEP



Currently Enrolled

158

Gifted

3%

Plan504

5%

IEP

11%

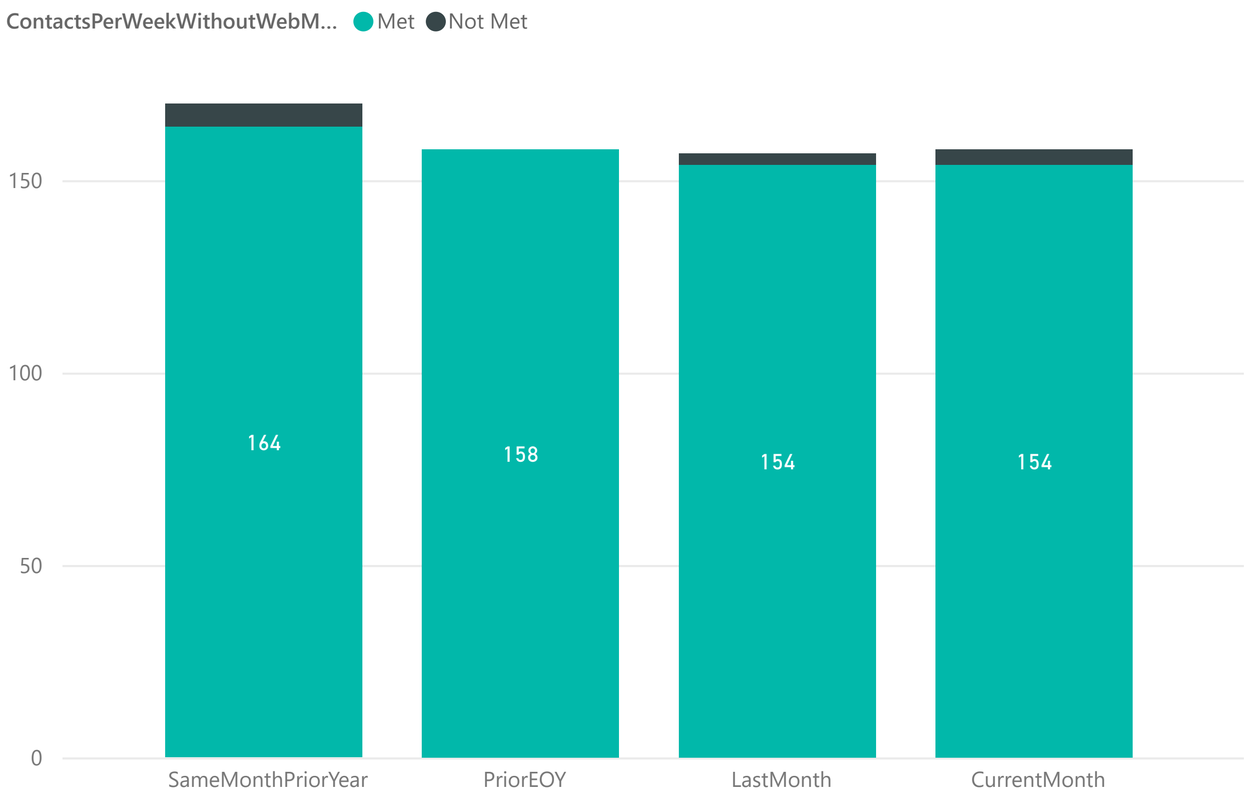
Not in Special Population

82%

California Connections Academy North Bay

December 31, 2022

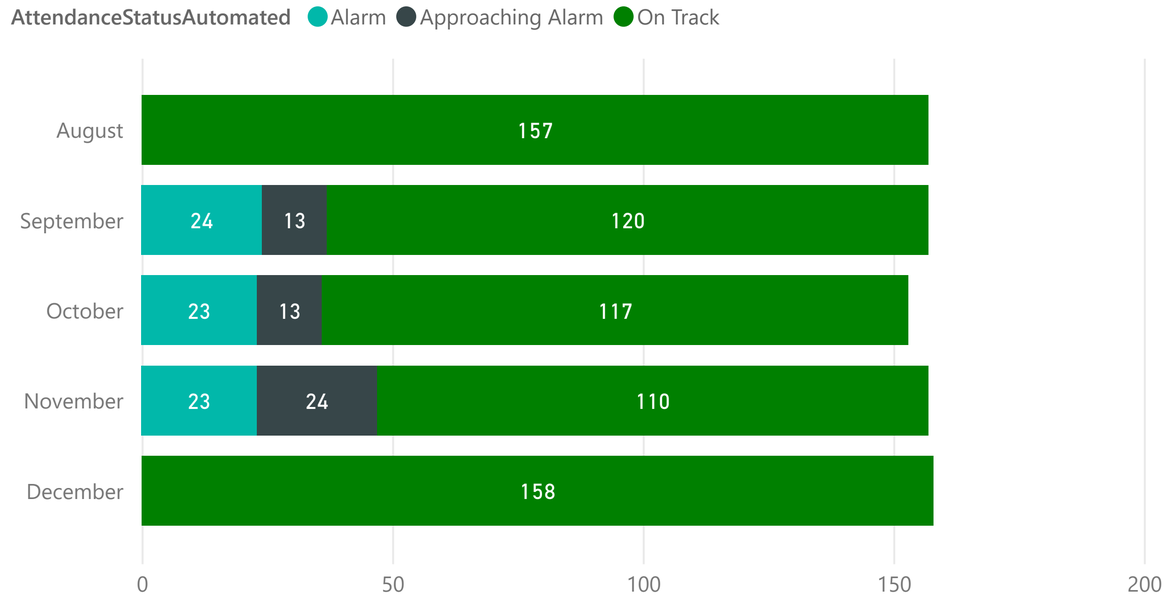
Contacts Per Week



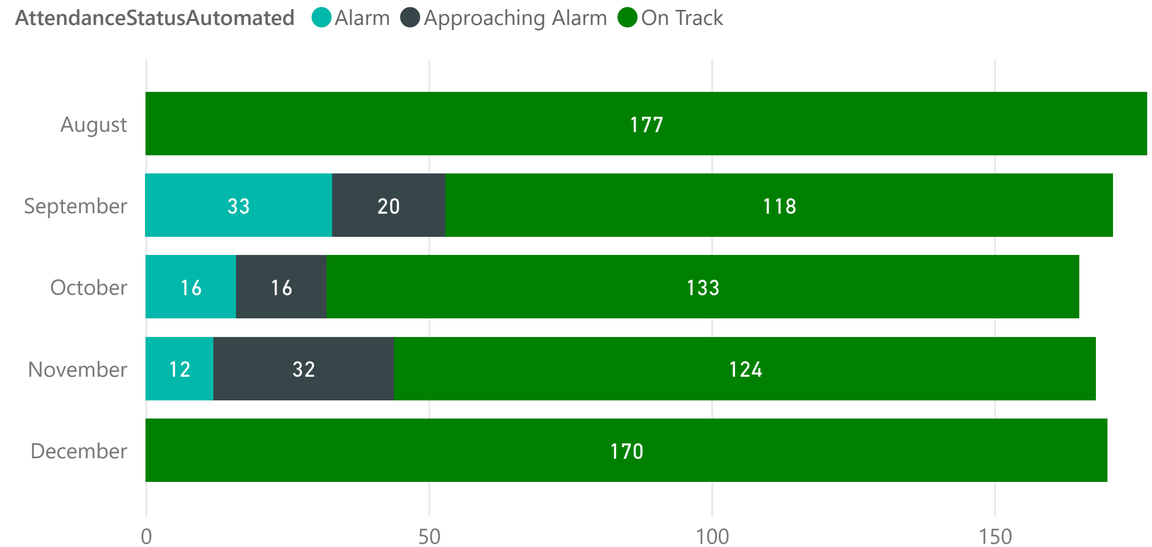
Currently Enrolled

158

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy North Bay

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	100%	91%	96%
3-5	100%	100%	93%	97%
6-8	104%	97%	104%	106%
9-12	95%	97%	91%	93%
Total	**98%**	**98%**	**94%**	**97%**

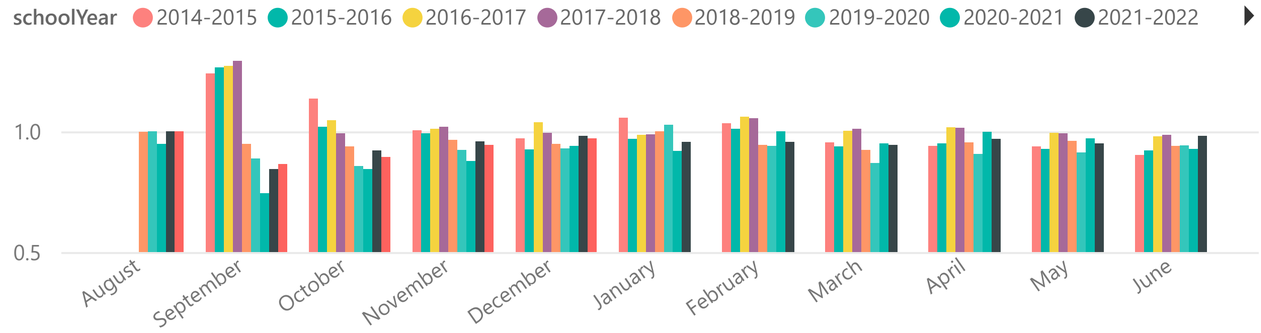
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	88%	84%	87%
3-5	80%	79%	77%
6-8	77%	79%	80%
9-12	73%	68%	67%
Total	**77%**	**74%**	**74%**

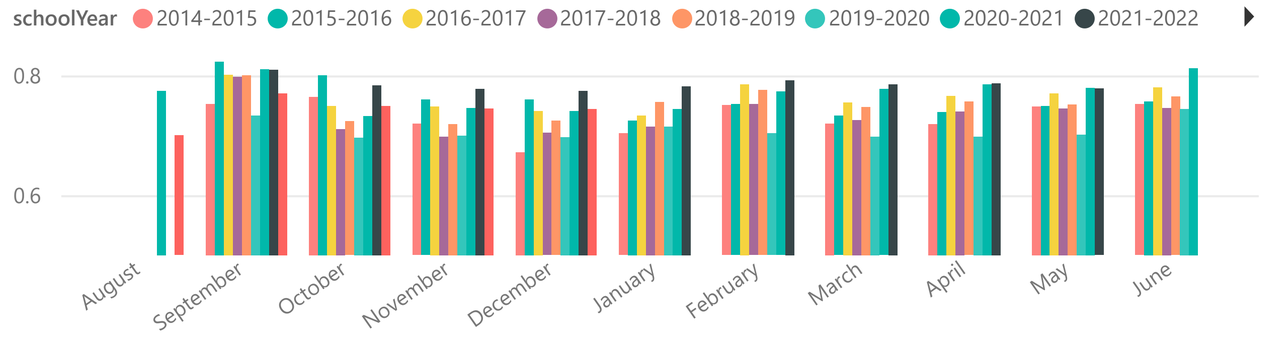
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	95%	95%	96%	97%
3-5	98%	98%	96%	97%
6-8	98%	97%	95%	98%
9-12	92%	93%	88%	89%
Total	**95%**	**95%**	**92%**	**93%**

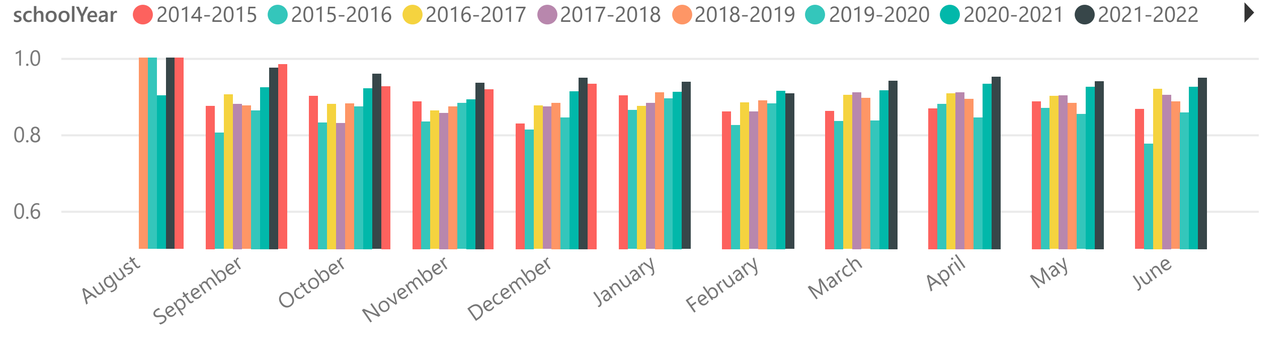
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
158	180

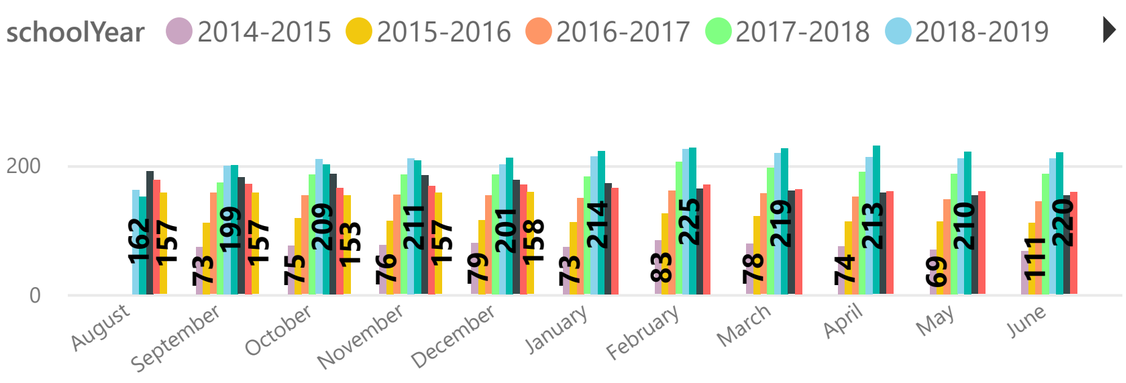
Enrollment Services Complete (Stage 4)
198

California Connections Academy North Bay
December 31, 2022

Current Enrollment Month-Over-Month Change
1%

Current Enrollment Year-Over-Year Change
-7%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear Student Count	 %CT Student Count	CurrentMonth Student Count	 %CT Student Count
Enrolled, Not Grad	170	86%	158	88%
Graduated	1	1%	1	1%
Prior To Engagement	10	5%	10	6%
Withdrawal During School Year	16	8%	11	6%
Total	**197**	**100%**	**180**	**100%**

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear Students	 %CT Students	CurrentMonth Students	 %CT Students
New	81	47.65%	67	42.41%
Returning	89	52.35%	91	57.59%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	131	129
Graduated	1	1
WD During School Year	10	9
WD Prior To Engagement	8	10

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.30	1.22

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear Students	 %CT Students	CurrentMonth Students	 %CT Students
PK-2	**27**	**16%**	**21**	**13%**
PK	4	2%	1	1%
KG	10	6%	2	1%
1	7	4%	10	6%
2	6	4%	8	5%
3-5	**26**	**15%**	**22**	**14%**
3	9	5%	4	3%
4	8	5%	9	6%
5	9	5%	9	6%
6-8	**37**	**22%**	**37**	**23%**
6	9	5%	8	5%
7	16	9%	13	8%
8	12	7%	16	10%
9-12	**80**	**47%**	**78**	**49%**
9	11	6%	15	9%
10	13	8%	13	8%
11	24	14%	25	16%
12	32	19%	25	16%
Total	**170**	**100%**	**158**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
No reason provided	
The program takes too much of the student's time.	
We are moving.	

California Connections Academy North Bay
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	86	79
M	84	79

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	154	150
Spanish	10	5
Russian	1	1
Arabic	1	
Another Language	4	2

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	1	2
Cognitive Disability	2	
Other Health Impaired	1	1
Physical Disability		1
Specific Learning Disability	3	1
Speech/Language Impaired	3	3

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	5	4

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	11	8

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	14	17

Gifted	Plan504
3%	5%

IEP	Not in Special Population
11%	82%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	54	46
Not Hispanic or Latino	116	112

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	7	16
Asian	12	13
Black/African American	28	14
Native Hawaiian or Other Pacific Islander	9	8
White	140	130

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	33	
Applied-Does not qualify	12	27
Family Reported-Does not qualify	16	27
Qualifies for free	70	78
Qualifies for reduced	12	9
Refused to report	17	9

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	2	4
Asian	8	7
Black/African American	10	6
Hispanic or Latino	54	46
Multiple Races	14	14
Native Hawaiian or Other Pacific Islander	1	
White	81	81

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	16	10
Home School	12	10
No Prior School	8	4
Online (Virtual) Public School	22	8
Private/Parochial School	12	8
Public School	82	67
Prior Schooling Not Reported	18	51

California Connections Academy North Bay
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	164	154
Not Met	6	4

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	170	158

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	96%
3-5	100%	97%
6-8	104%	106%
9-12	95%	93%
Total	**98%**	**97%**

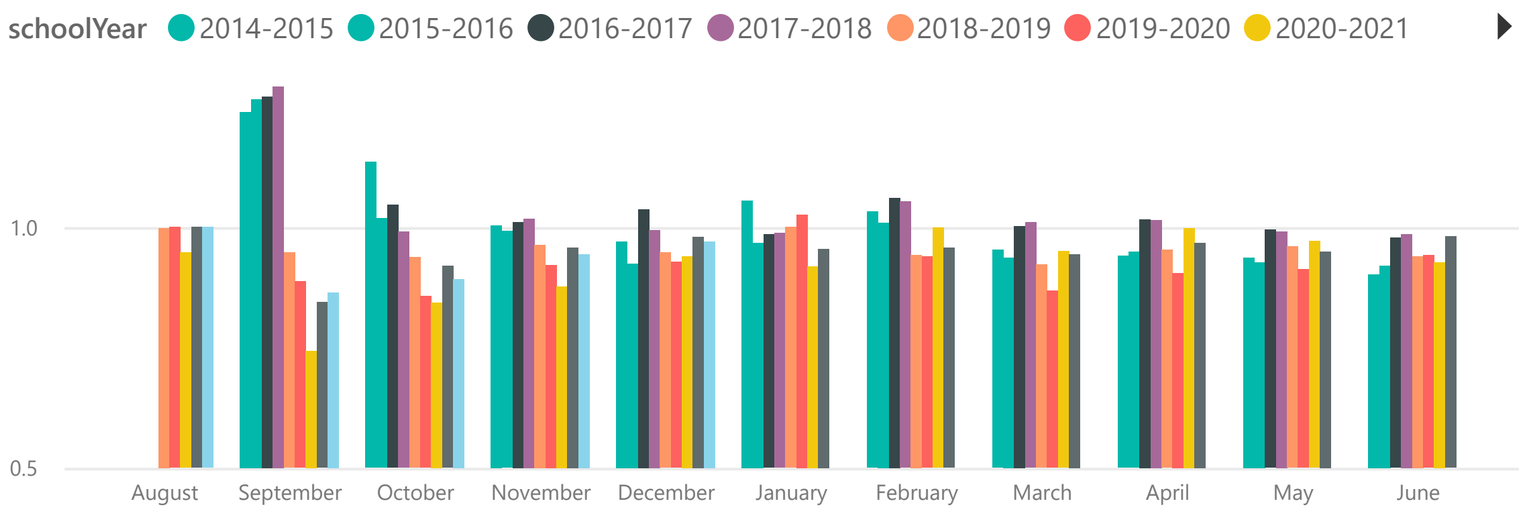
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	88%	87%
3-5	80%	77%
6-8	77%	80%
9-12	73%	67%
Total	**77%**	**74%**

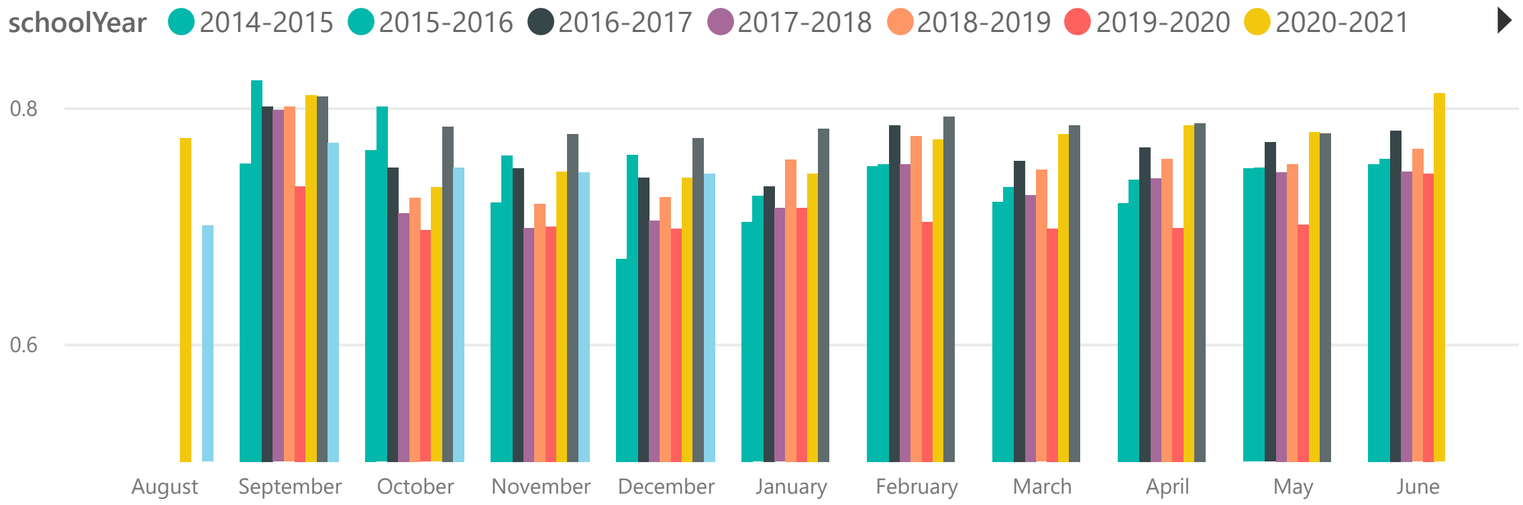
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	95%	97%
3-5	98%	97%
6-8	98%	98%
9-12	92%	89%
Total	**95%**	**93%**

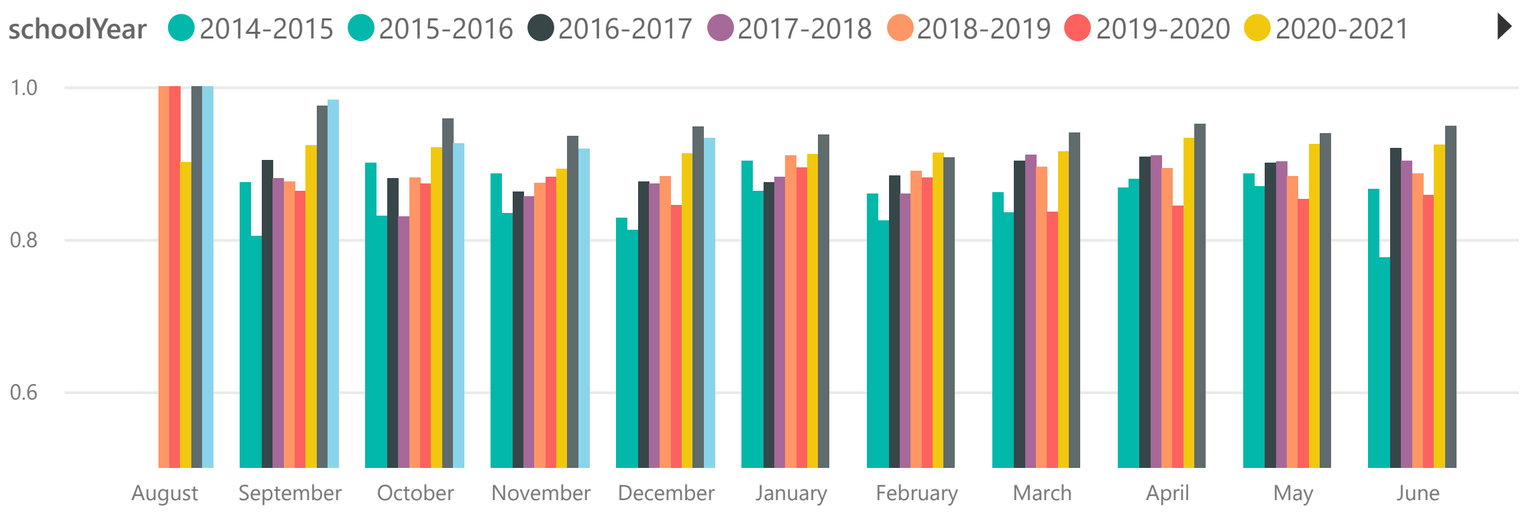
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

California Connections Academy Monterey Bay & December 31, 2022

Currently Enrolled

504

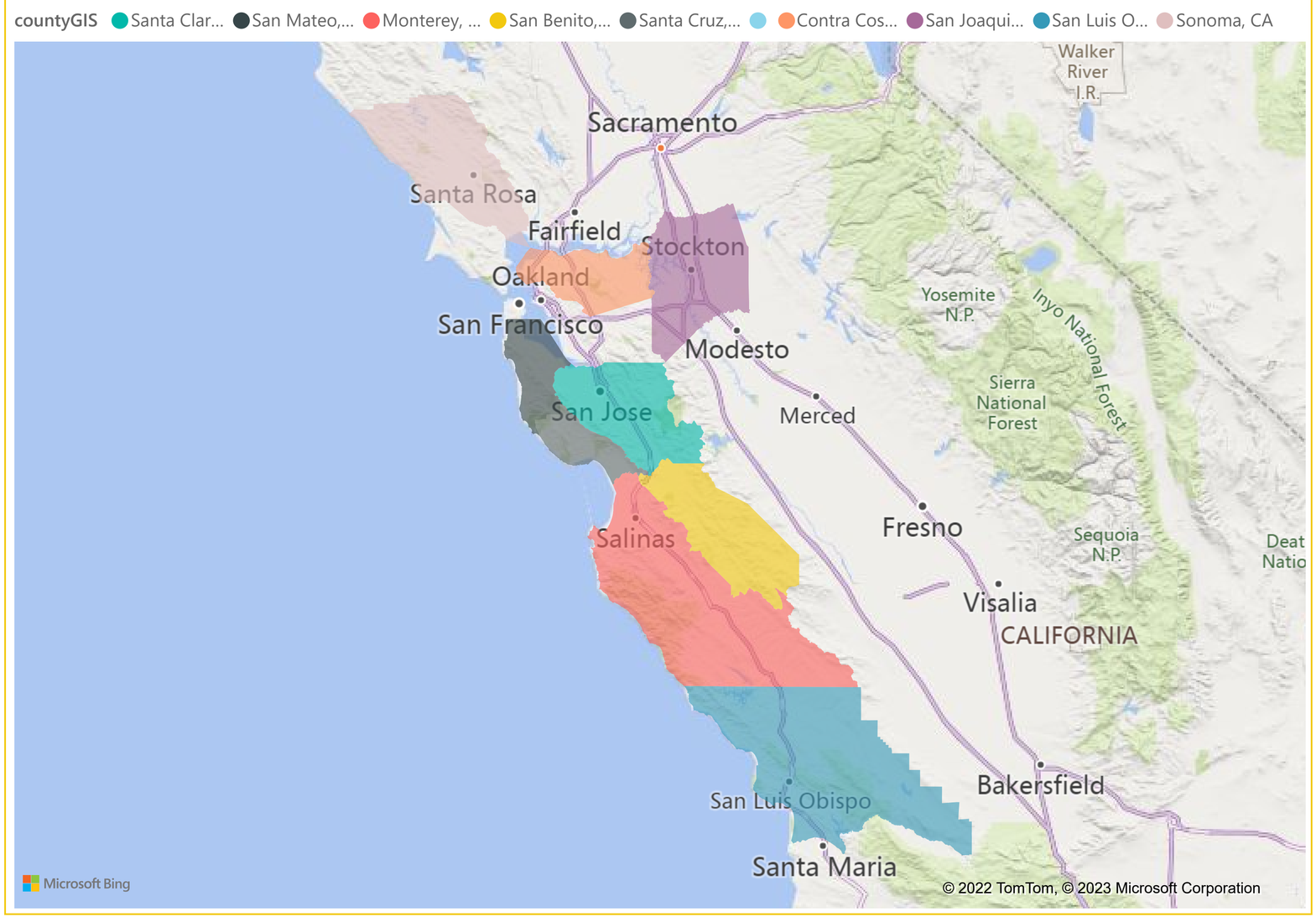
Total YTD Enrolled

560

Enrollment Services Complete (Stage 4)

632

Enrolled Students by County



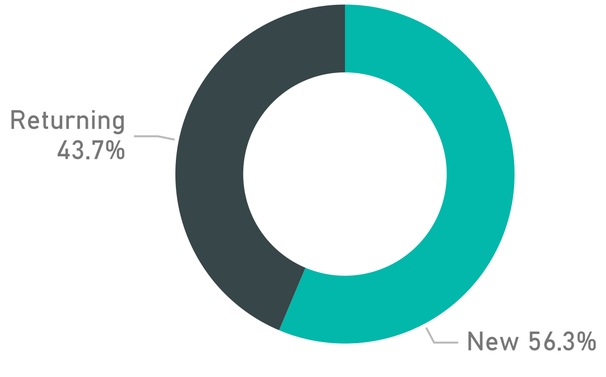
California Connections Academy Monterey Bay

December 31, 2022

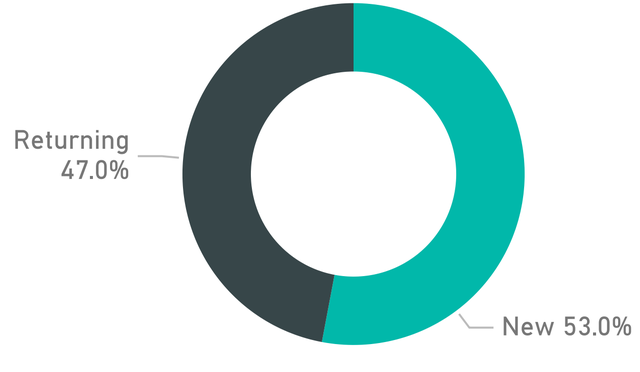
Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
11%

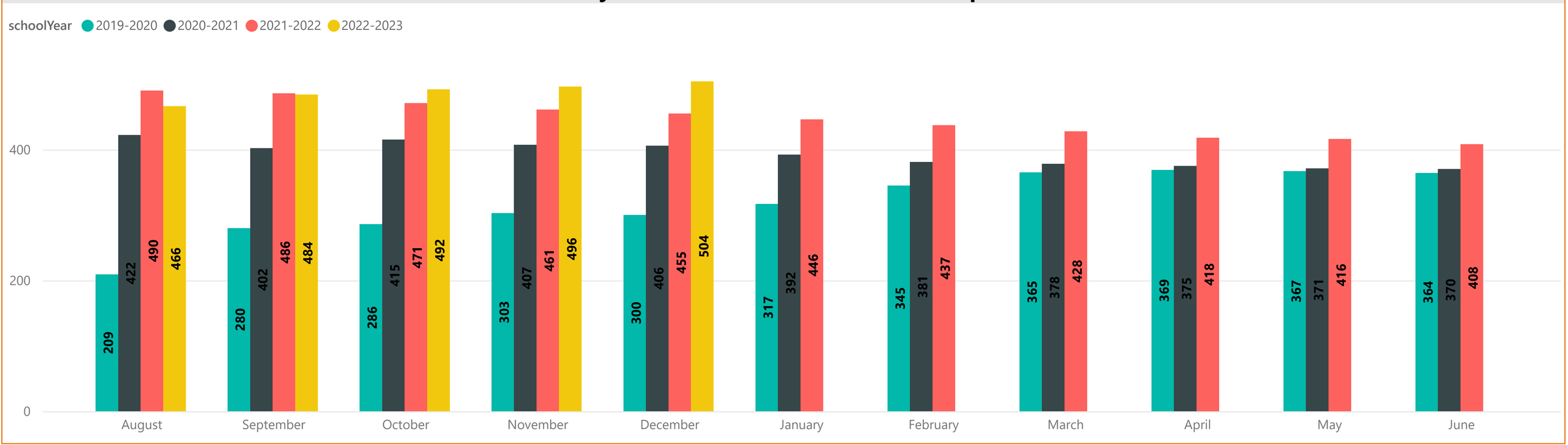
New and Returning



New and Returning Prior Year



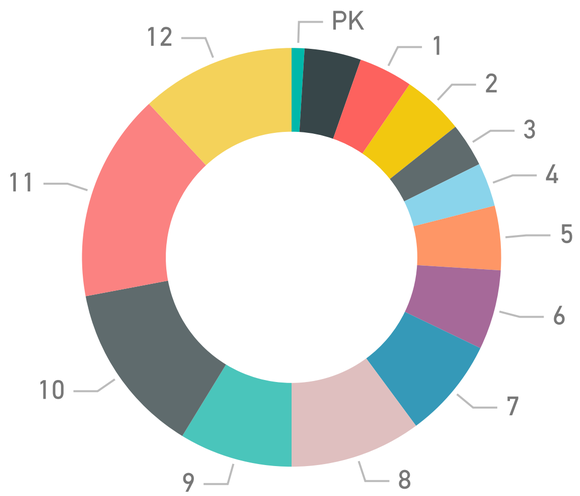
Monthly Student Current Enrollment Comparison



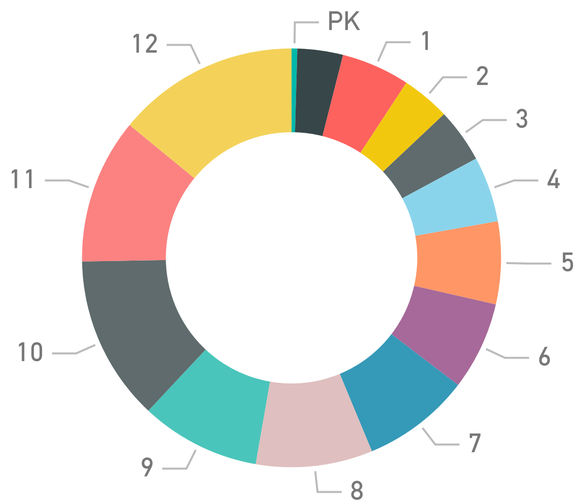
California Connections Academy Monterey Bay

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



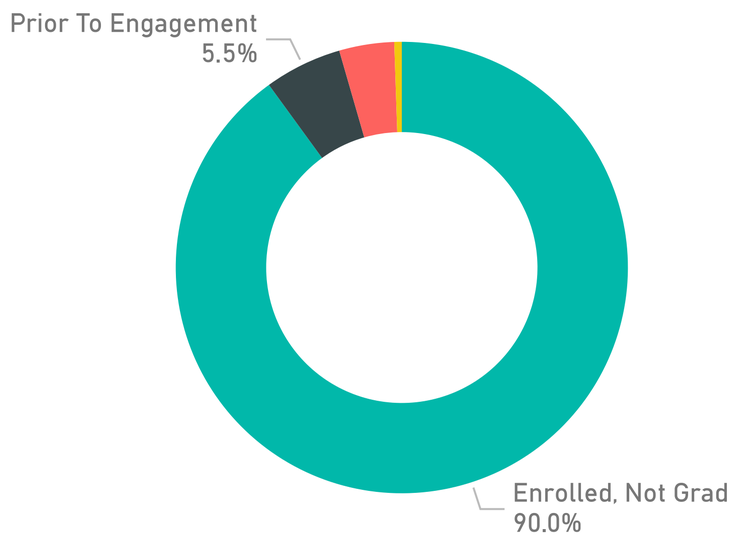
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**59**	**13%**	**49**	**12%**	**70**	**14%**	**72**	**14%**
PK	2	0%	1	0%	5	1%	5	1%
KG	16	4%	15	4%	21	4%	22	4%
1	24	5%	20	5%	20	4%	21	4%
2	17	4%	13	3%	24	5%	24	5%
3-5	**71**	**16%**	**65**	**16%**	**57**	**11%**	**59**	**12%**
3	19	4%	17	4%	16	3%	17	3%
4	23	5%	21	5%	16	3%	17	3%
5	29	6%	27	7%	25	5%	25	5%
6-8	**110**	**24%**	**104**	**25%**	**120**	**24%**	**121**	**24%**
6	31	7%	30	7%	32	6%	31	6%
7	38	8%	34	8%	38	8%	39	8%
8	41	9%	40	10%	50	10%	51	10%
9-12	**215**	**47%**	**190**	**47%**	**249**	**50%**	**252**	**50%**
9	42	9%	39	10%	44	9%	44	9%
10	58	13%	57	14%	64	13%	67	13%
11	51	11%	47	12%	82	17%	81	16%
12	64	14%	47	12%	59	12%	60	12%
Total	**455**	**100%**	**408**	**100%**	**496**	**100%**	**504**	**100%**

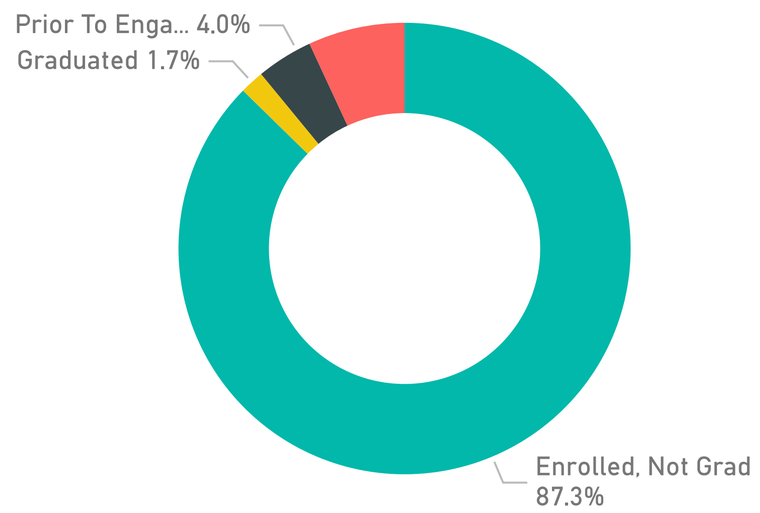
California Connections Academy Monterey Bay

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear Student Count	 %CT Student Count	PriorEOY Student Count	 %CT Student Count	LastMonth Student Count	 %CT Student Count	CurrentMonth Student Count	 %CT Student Count
Enrolled, Not Grad	455	87%	408	75%	496	91%	504	90%
Graduated	9	2%	26	5%	3	1%	3	1%
Prior To Engagement	21	4%	24	4%	28	5%	31	6%
Withdrawal During School Year	36	7%	89	16%	17	3%	22	4%
Total	**521**	**100%**	**547**	**100%**	**544**	**100%**	**560**	**100%**

Enrollment Services Complete (Stage 4)

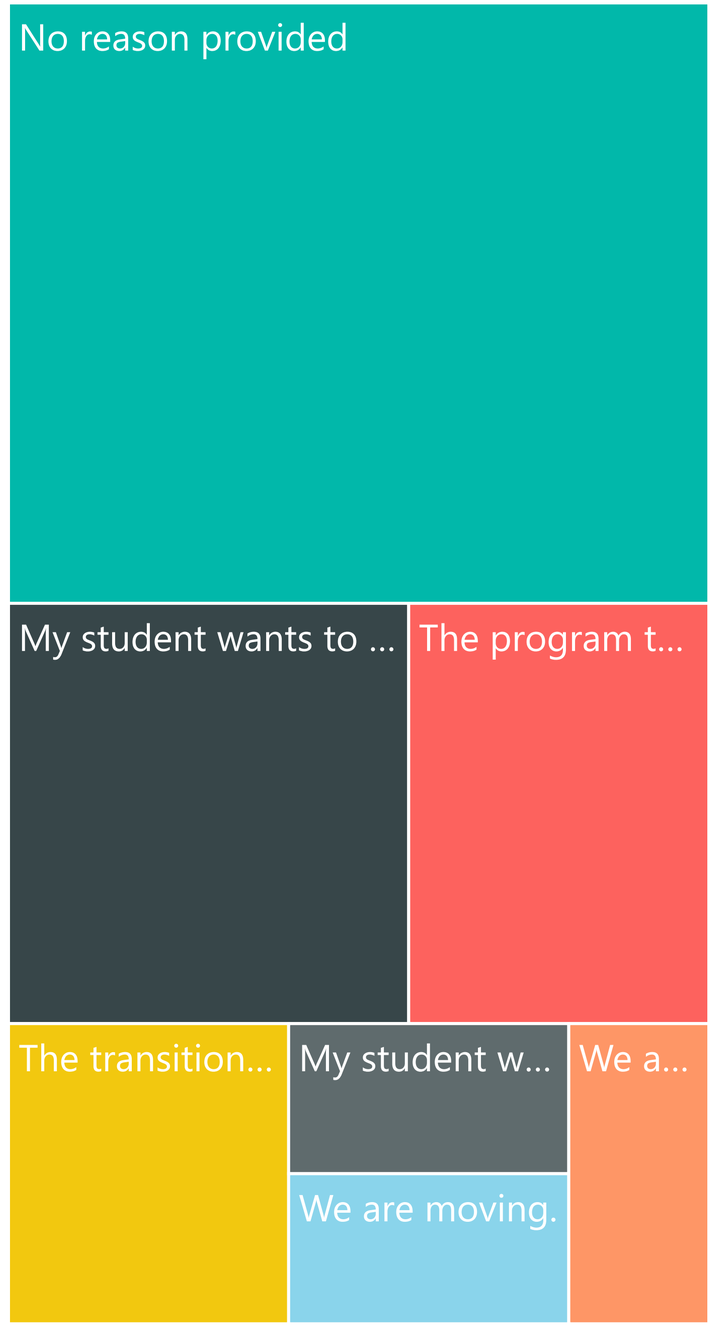
632

California Connections Academy Monterey Bay

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	3		
Another Reason	1	3		
Different/Better Schooling Option (Not related to socialization)	2	3	1	1
Inactivity	1	13		
No longer able to provide a Learning Coach	2	2		
No Reason Given	12	29	10	10
Program not flexible enough	1	1		
Program takes too much of Learning Coach's time	1	4		3
Student wants more socialization	2	9	3	4
The curriculum is too hard	2	2		
Transition to virtual school too difficult	1	1	1	2
Unhappy with the school			1	1
We are moving	8	15	1	1
We have chosen to home school	2	4		



California Connections Academy Monterey Bay

December 31, 2022

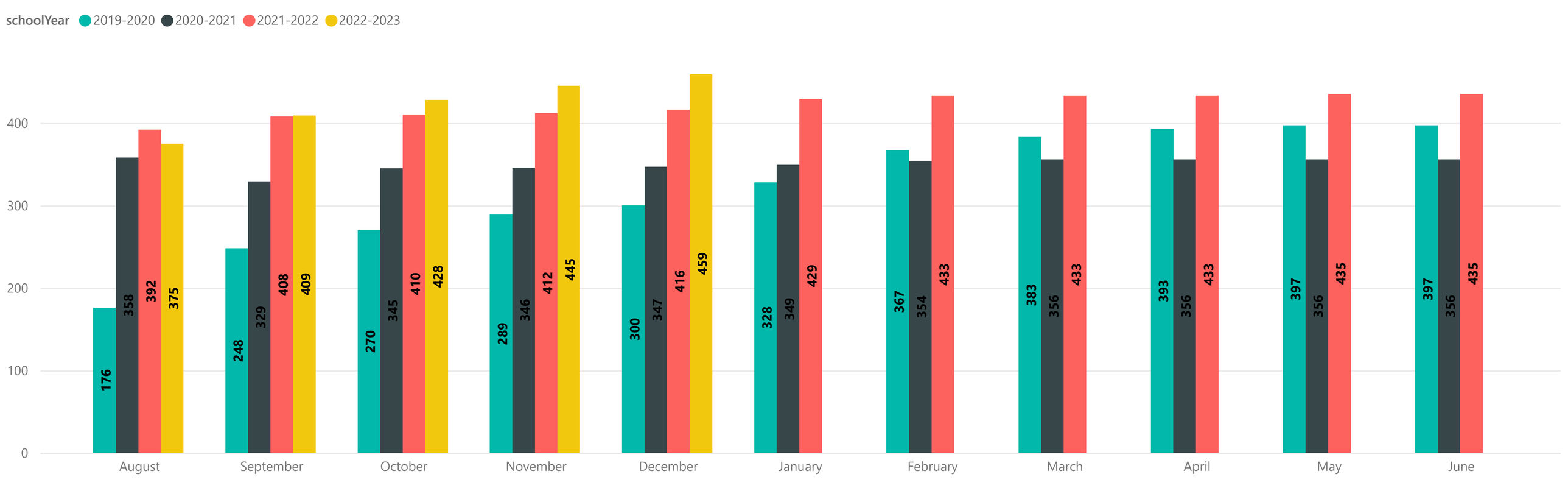
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	364	328	408	415
Graduated	10	27	3	3
WD During School Year	30	70	15	19
WD Prior To Engagement	18	21	25	28

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.25	1.24	1.22	1.21

Monthly Total Households



California Connections Academy Monterey Bay

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	159	130	201	207
Not Hispanic or Latino	295	277	295	297

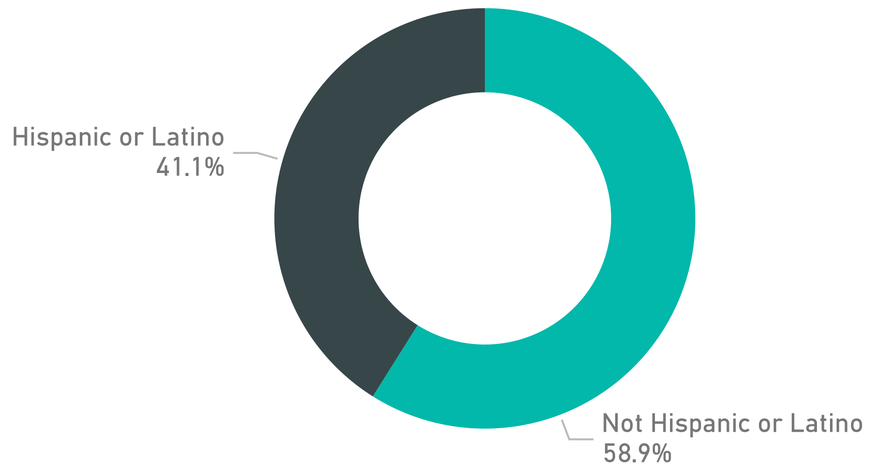
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	38	27	47	49
Asian	154	135	136	138
Black/African American	29	26	38	42
Native Hawaiian or Other Pacific Islander	23	22	17	17
White	303	276	328	330

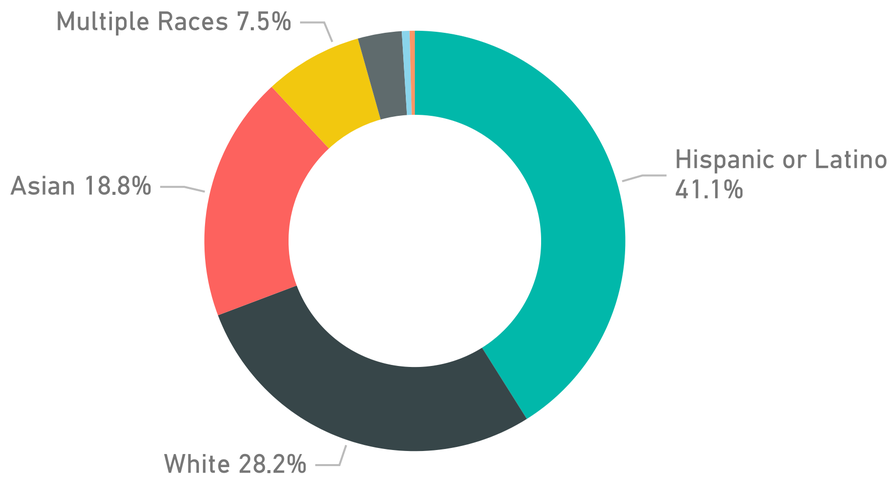
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	1	1	3	3
Asian	97	88	95	95
Black/African American	9	9	17	17
Hispanic or Latino	159	130	201	207
Multiple Races	51	44	36	38
Native Hawaiian or Other Pacific Islander	4	4	2	2
White	134	132	142	142

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity

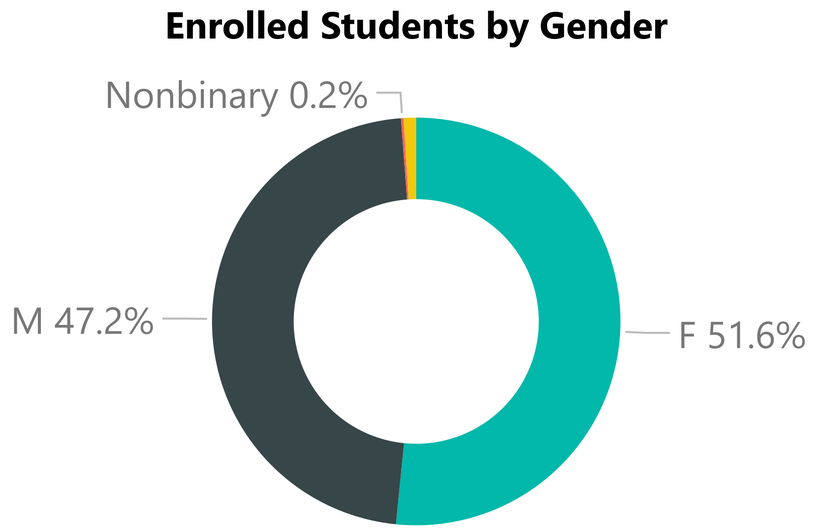


California Connections Academy Monterey Bay

December 31, 2022

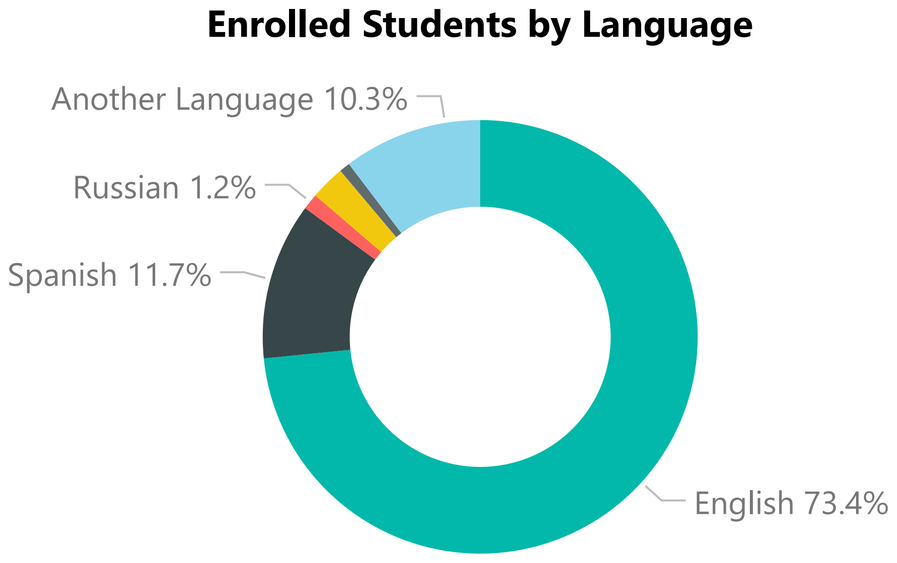
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	1		
F	241	217	251	260
M	212	187	239	238
Nonbinary		2	1	1
X	1	1	5	5



Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	344	308	366	370
Spanish	33	26	57	59
Russian	5	5	6	6
Arabic	11	14	13	13
Urdu	2	2	4	4
Another Language	59	53	50	52
No Language Reported	1			

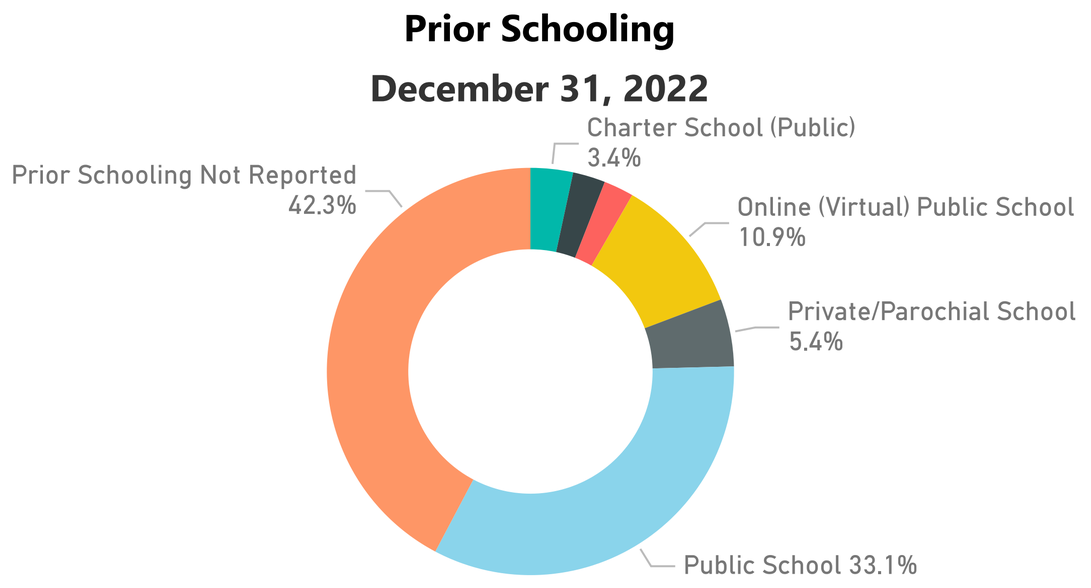


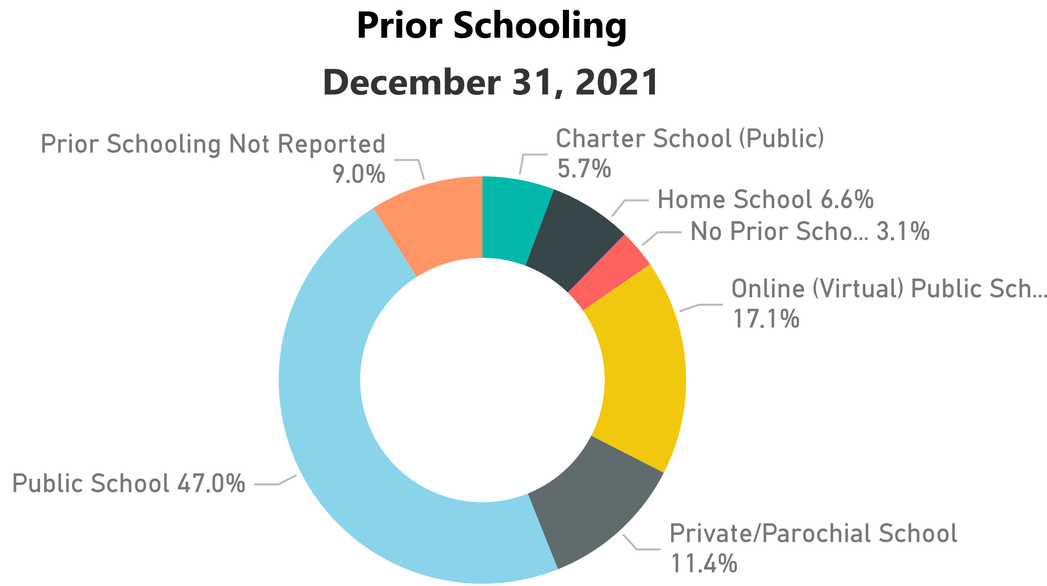
California Connections Academy Monterey Bay

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	26	18	18	17
Home School	30	26	14	13
No Prior School	14	8	8	12
Online (Virtual) Public School	78	77	55	55
Private/Parochial School	52	47	25	27
Public School	214	194	160	167
Prior Schooling Not Reported	41	38	216	213



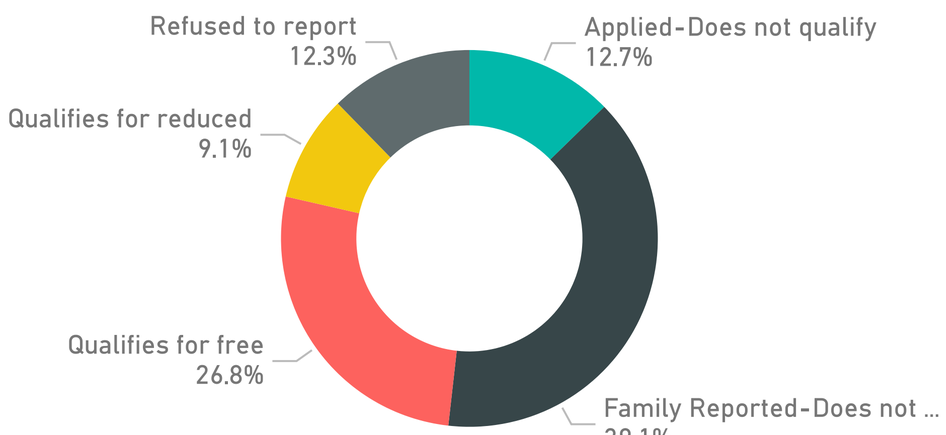


California Connections Academy Monterey Bay

December 31, 2022

FARM Eligibility

December 31, 2022

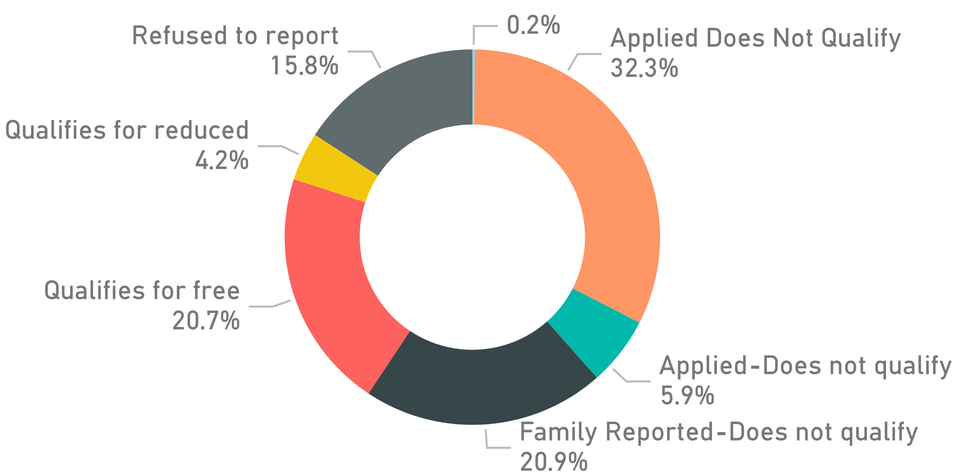


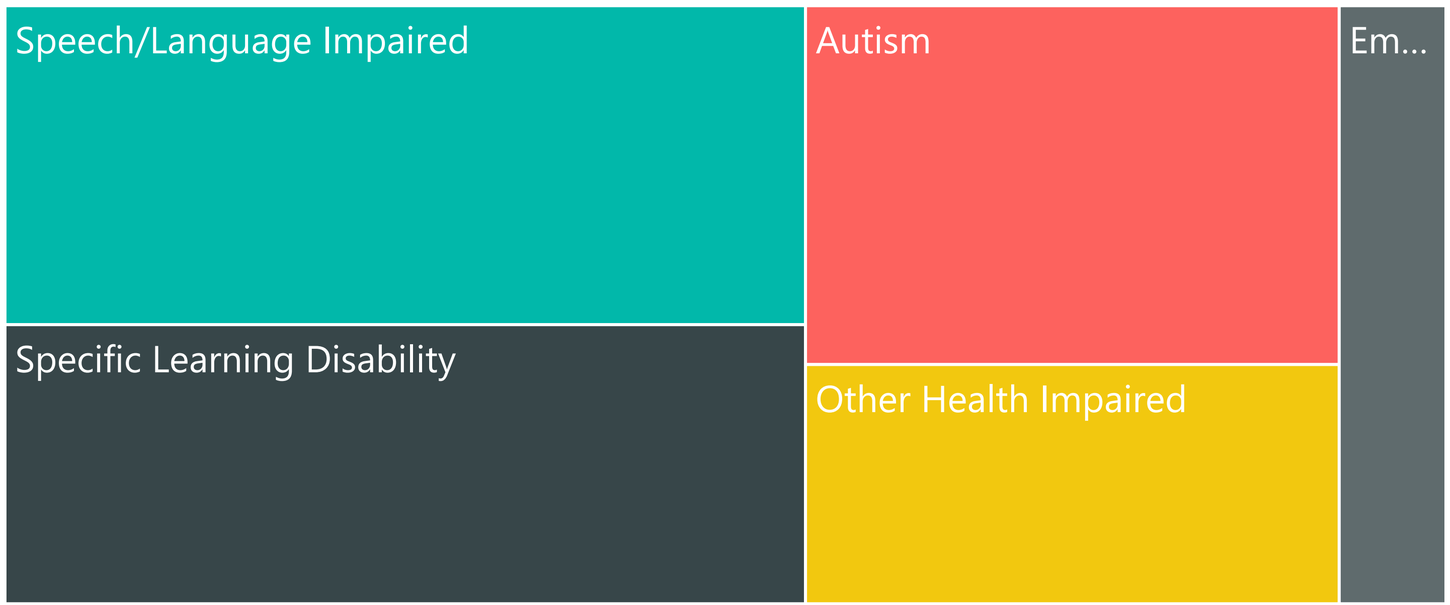
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	4	5	6	6
Emotionally Impaired	3	1	2	2
Other Health Impaired	6	5	4	4
Specific Learning Disability	8	9	7	7
Speech/Language Impaired	5	6	8	8

FARM Eligibility

December 31, 2021

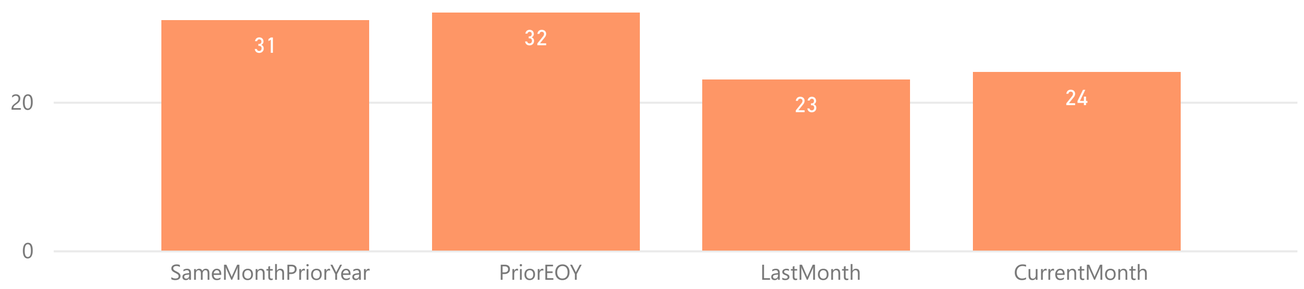




California Connections Academy Monterey Bay

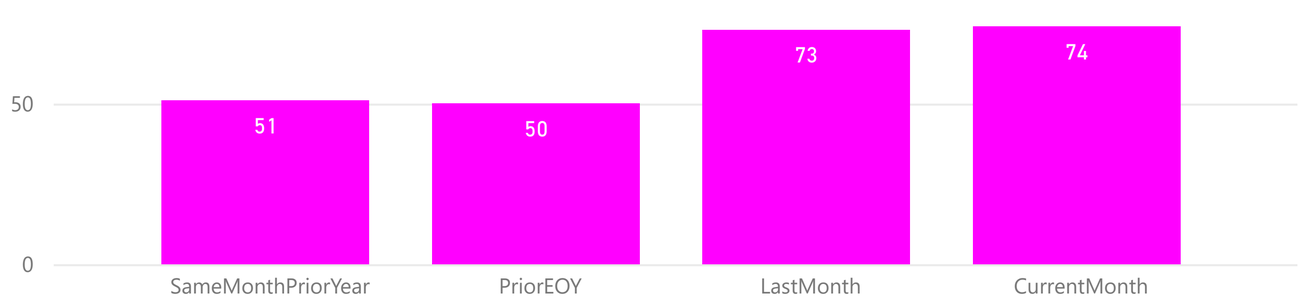
December 31, 2022

Gifted



Plan504

IEP



Currently Enrolled

504

Gifted

5%

Plan504

2%

IEP

15%

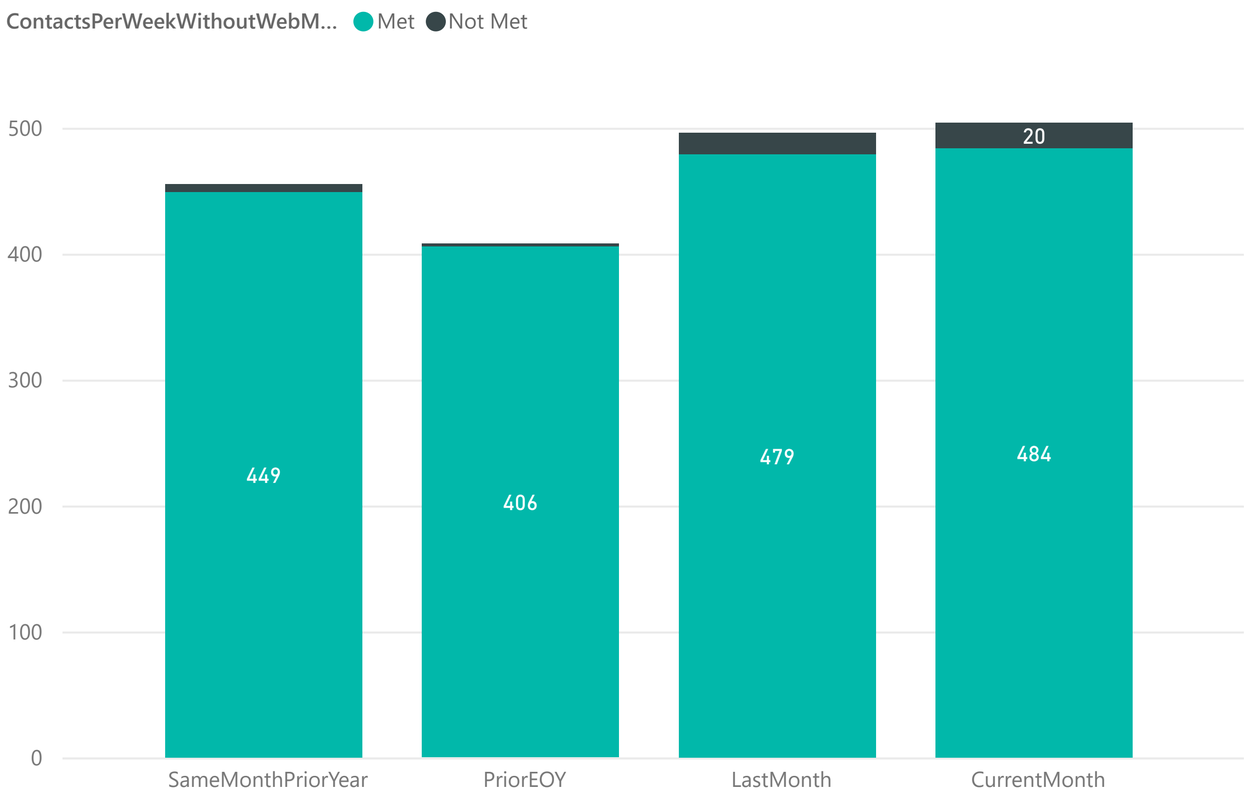
Not in Special Population

79%

California Connections Academy Monterey Bay

December 31, 2022

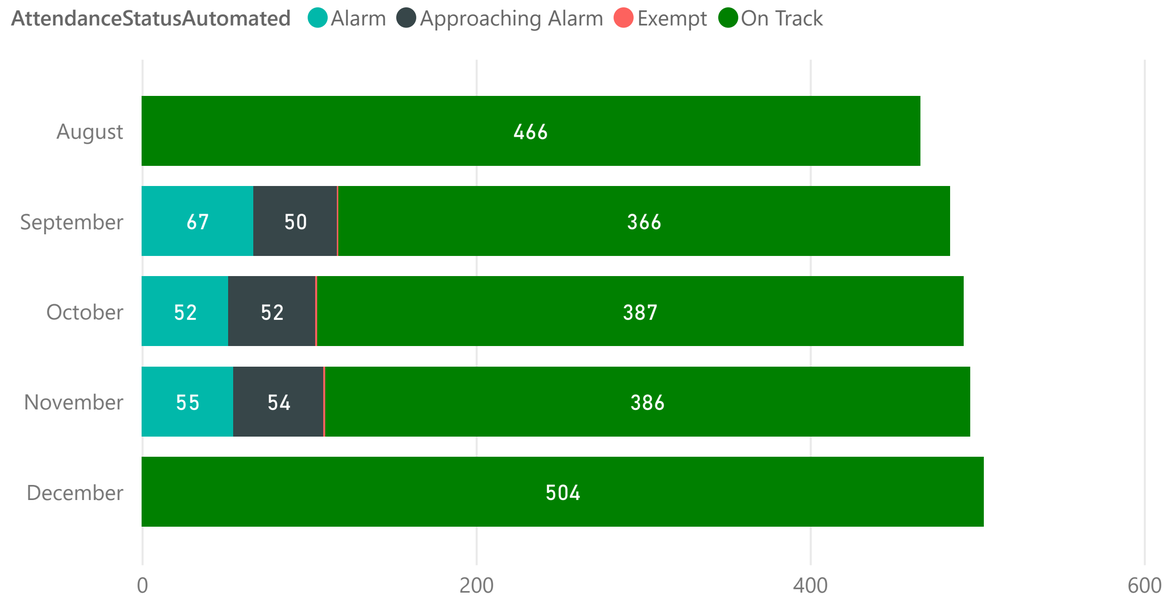
Contacts Per Week



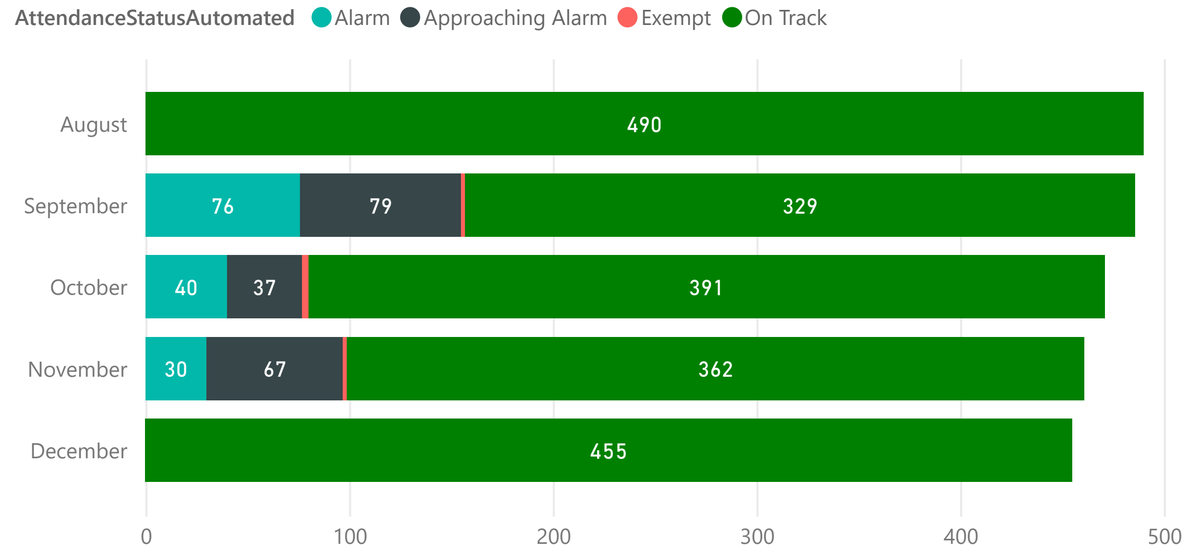
Currently Enrolled

504

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy Monterey Bay

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	103%	90%	99%	99%
3-5	102%	92%	100%	104%
6-8	106%	94%	101%	104%
9-12	97%	93%	90%	93%
Total	**101%**	**93%**	**95%**	**98%**

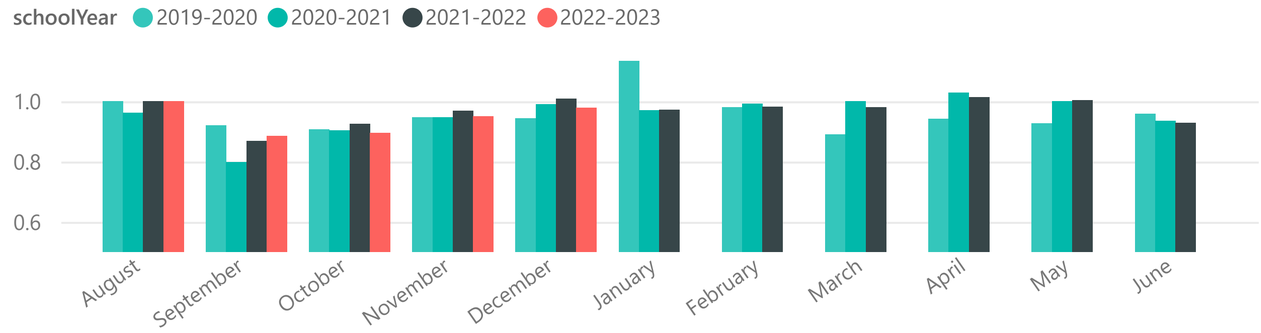
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	86%	90%	90%
3-5	84%	87%	86%
6-8	84%	79%	79%
9-12	76%	73%	71%
Total	**80%**	**78%**	**77%**

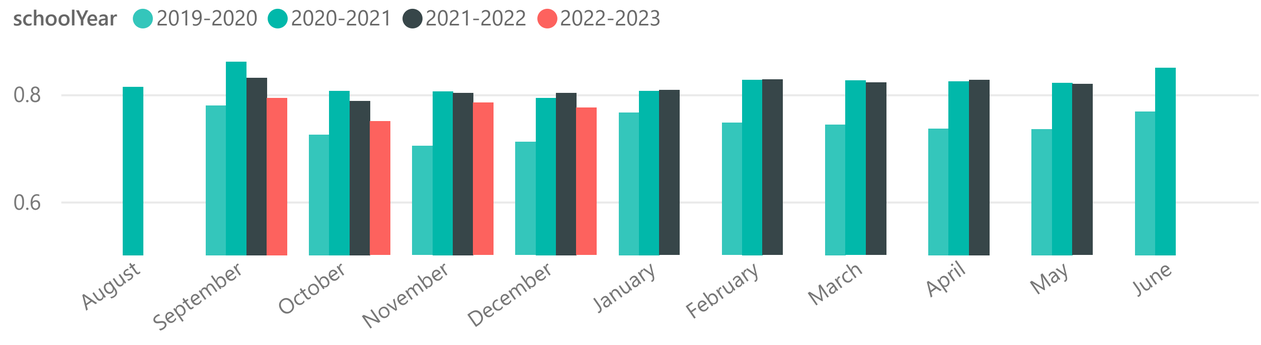
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	97%	98%	97%	94%
3-5	98%	98%	96%	97%
6-8	98%	98%	95%	98%
9-12	94%	95%	86%	89%
Total	**96%**	**97%**	**91%**	**93%**

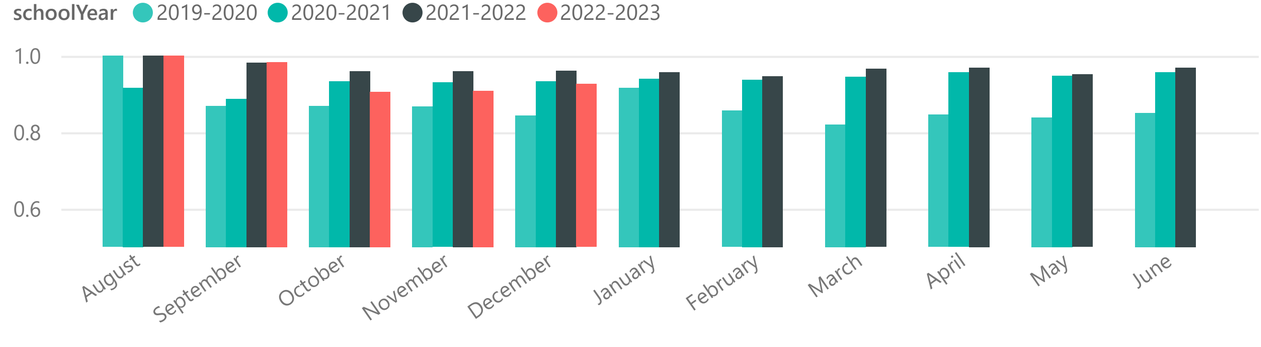
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
504	560

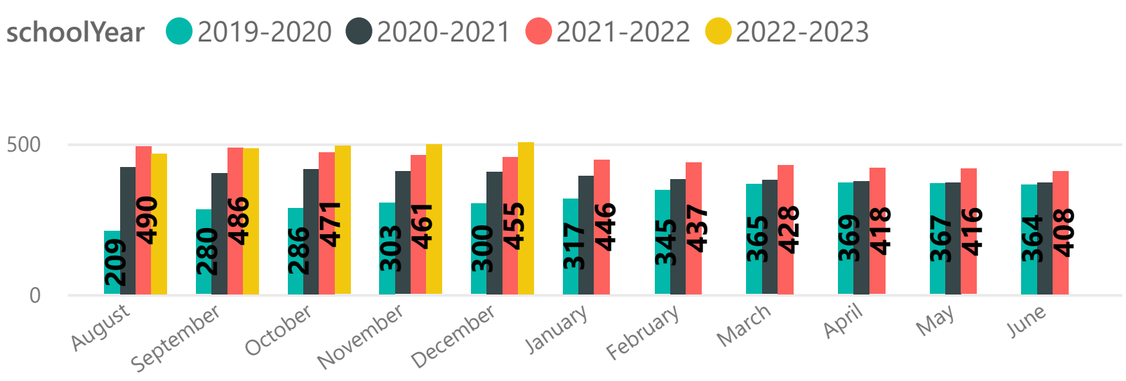
Enrollment Services Complete (Stage 4)
632

California Connections Academy Monterey Bay
December 31, 2022

Current Enrollment Month-Over-Month Change
2%

Current Enrollment Year-Over-Year Change
11%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	455	87%	504	90%
Graduated	9	2%	3	1%
Prior To Engagement	21	4%	31	6%
Withdrawal During School Year	36	7%	22	4%
Total	**521**	**100%**	**560**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	241	52.97%	284	56.35%
Returning	214	47.03%	220	43.65%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	364	415
Graduated	10	3
WD During School Year	30	19
WD Prior To Engagement	18	28

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.25	1.21

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**59**	**13%**	**72**	**14%**
PK	2	0%	5	1%
KG	16	4%	22	4%
1	24	5%	21	4%
2	17	4%	24	5%
3-5	**71**	**16%**	**59**	**12%**
3	19	4%	17	3%
4	23	5%	17	3%
5	29	6%	25	5%
6-8	**110**	**24%**	**121**	**24%**
6	31	7%	31	6%
7	38	8%	39	8%
8	41	9%	51	10%
9-12	**215**	**47%**	**252**	**50%**
9	42	9%	44	9%
10	58	13%	67	13%
11	51	11%	81	16%
12	64	14%	60	12%
Total	**455**	**100%**	**504**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
Inactivity/Lack of Attendance	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The program/schedule is not flexible enough.	
The transition to virtual school was too difficult.	
Violation of state regulations	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with our student's teachers.	
We have chosen to home school.	

California Connections Academy Monterey Bay
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
	1	
F	241	260
M	212	238
Nonbinary		1
X	1	5

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	344	370
Spanish	33	59
Russian	5	6
Arabic	11	13
Urdu	2	4
Another Language	59	52
No Language Reported	1	

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	4	6
Emotionally Impaired	3	2
Other Health Impaired	6	4
Specific Learning Disability	8	7
Speech/Language Impaired	5	8

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	31	24

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	18	11

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	51	74

Gifted	Plan504
5%	2%

IEP	Not in Special Population
15%	79%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	159	207
Not Hispanic or Latino	295	297

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	38	49
Asian	154	138
Black/African American	29	42
Native Hawaiian or Other Pacific Islander	23	17
White	303	330

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	144	
Applied-Does not qualify	27	60
Family Reported-Does not qualify	88	193
Qualifies for free	83	122
Qualifies for reduced	17	44
Refused to report	69	58

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	1	3
Asian	97	95
Black/African American	9	17
Hispanic or Latino	159	207
Multiple Races	51	38
Native Hawaiian or Other Pacific Islander	4	2
White	134	142

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	26	17
Home School	30	13
No Prior School	14	12
Online (Virtual) Public School	78	55
Private/Parochial School	52	27
Public School	214	167
Prior Schooling Not Reported	41	213

California Connections Academy Monterey Bay
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	449	484
Not Met	6	20

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	455	504

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	103%	99%
3-5	102%	104%
6-8	106%	104%
9-12	97%	93%
Total	**101%**	**98%**

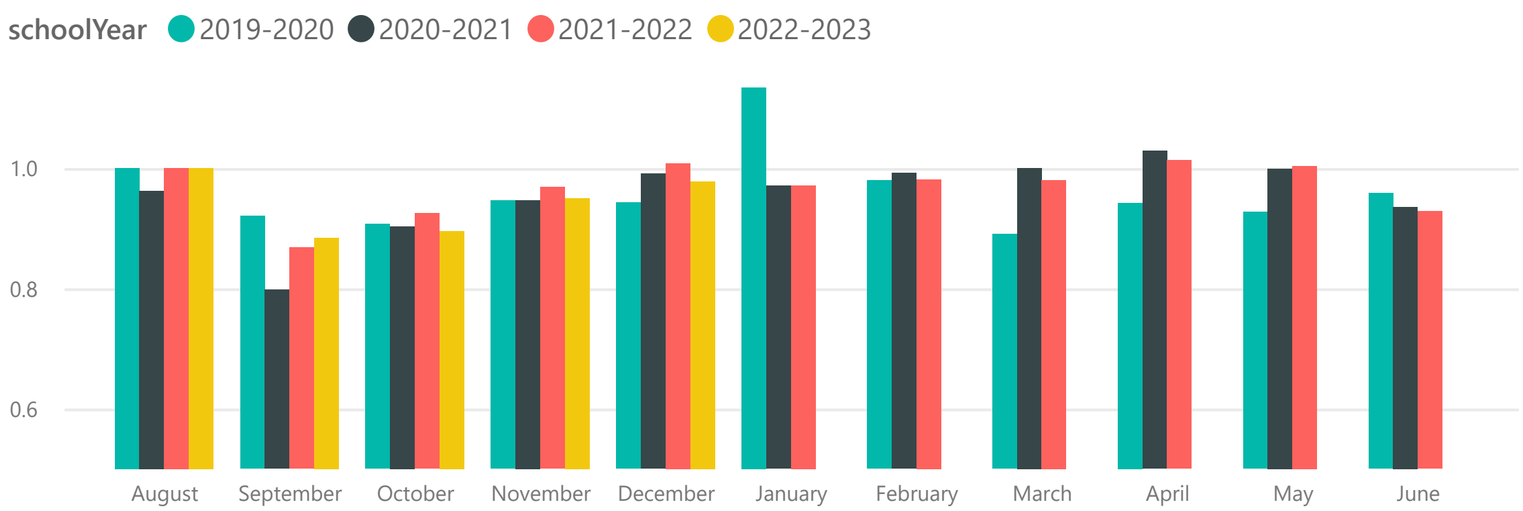
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	86%	90%
3-5	84%	86%
6-8	84%	79%
9-12	76%	71%
Total	**80%**	**77%**

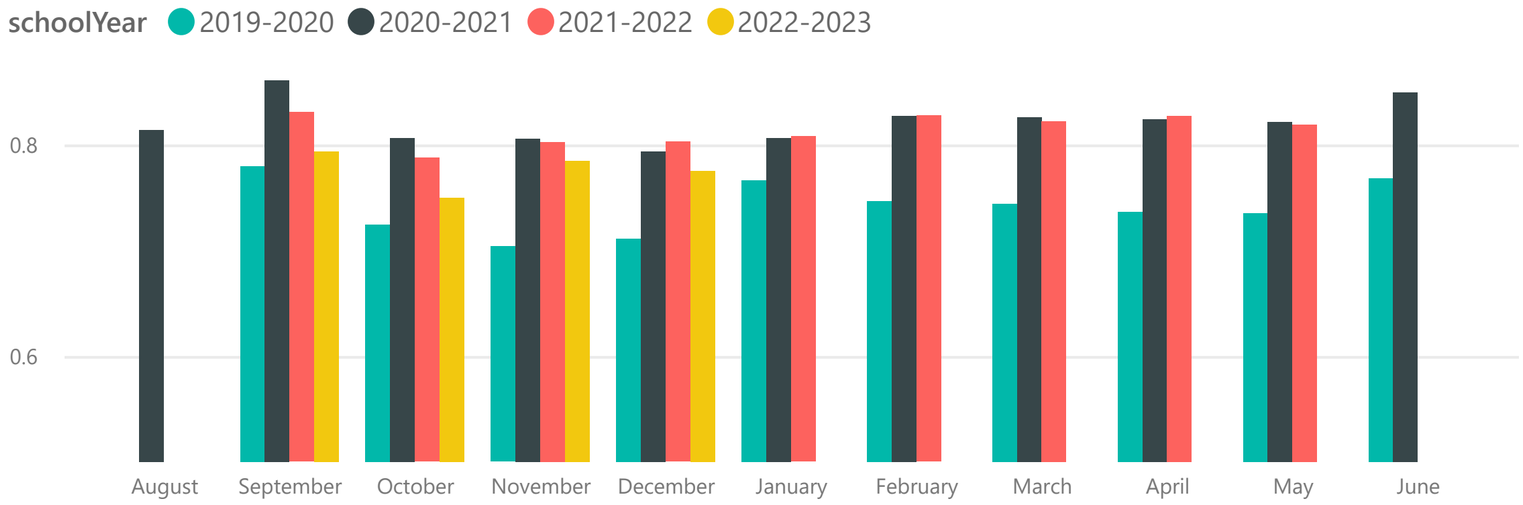
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	97%	94%
3-5	98%	97%
6-8	98%	98%
9-12	94%	89%
Total	**96%**	**93%**

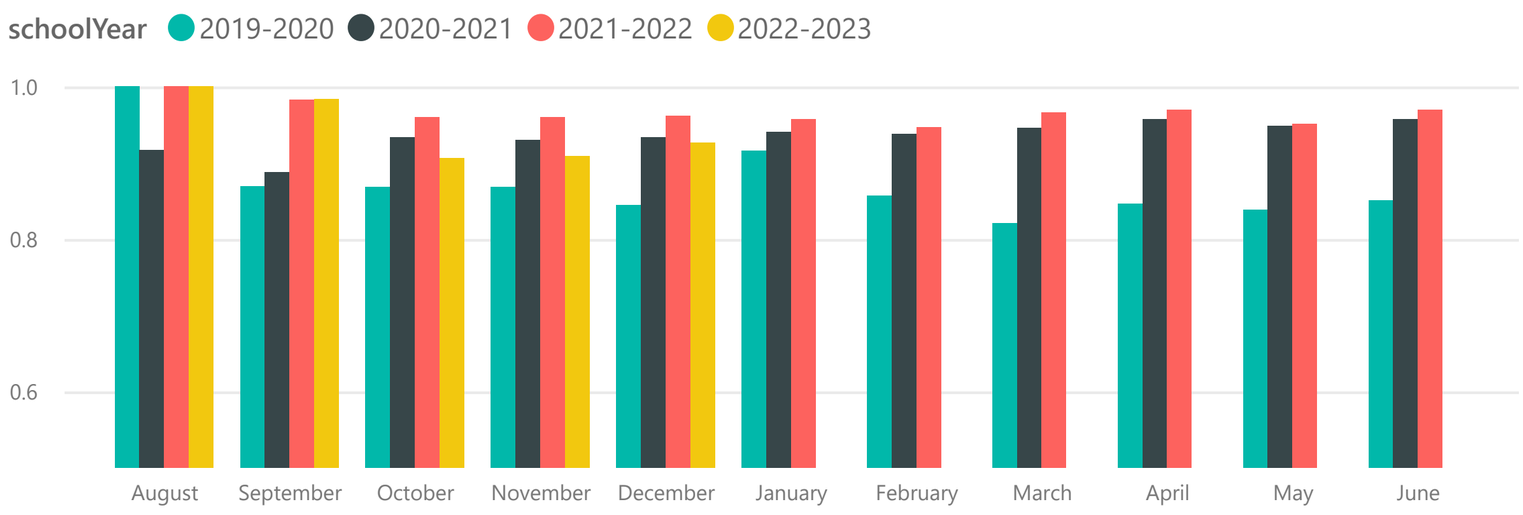
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

California Connections Academy Central Valley & December 31, 2022

Currently Enrolled

703

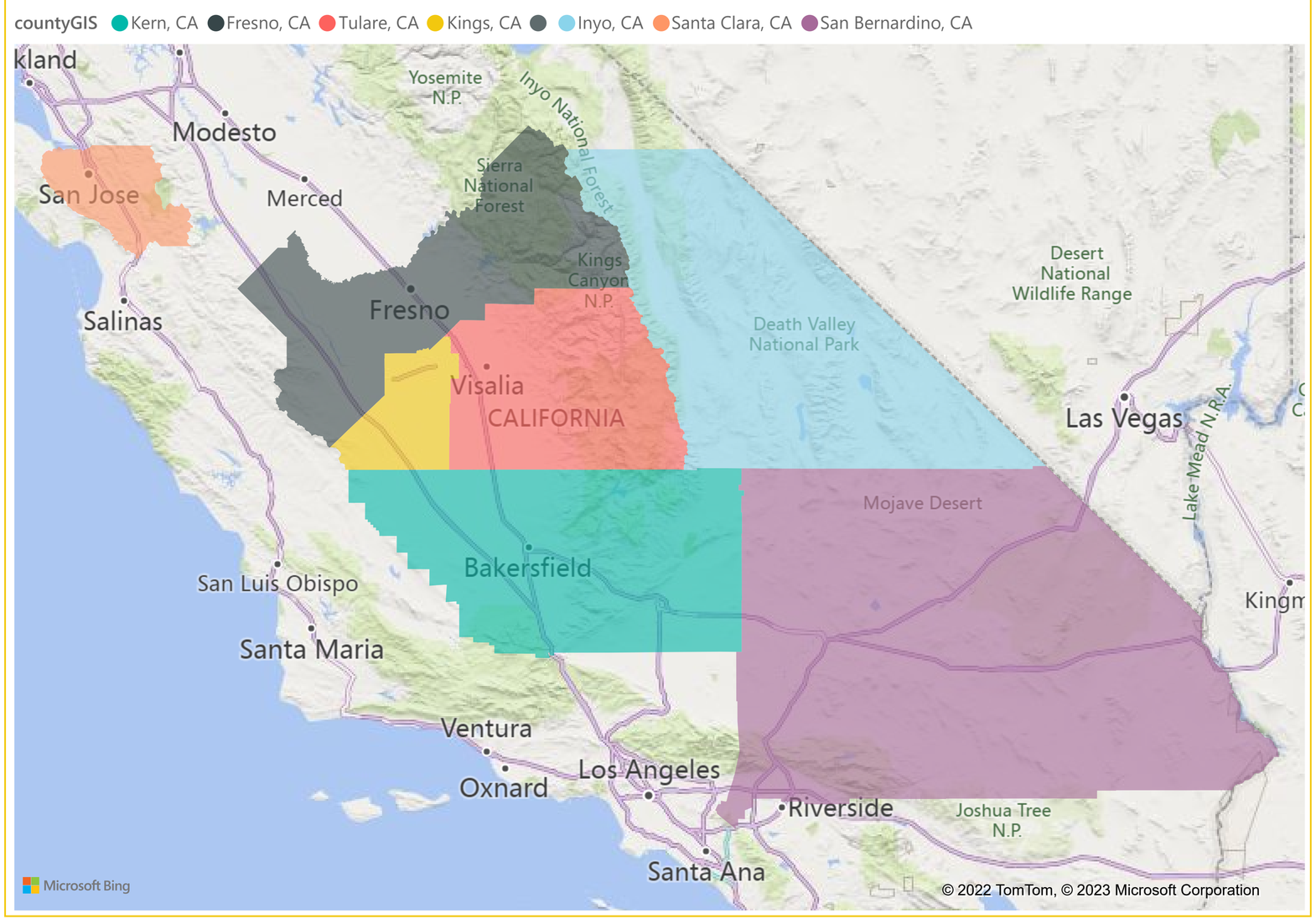
Total YTD Enrolled

811

Enrollment Services Complete (Stage 4)

853

Enrolled Students by County



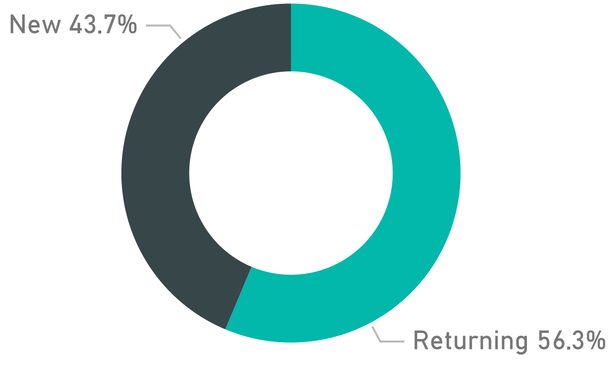
California Connections Academy Central Valley

December 31, 2022

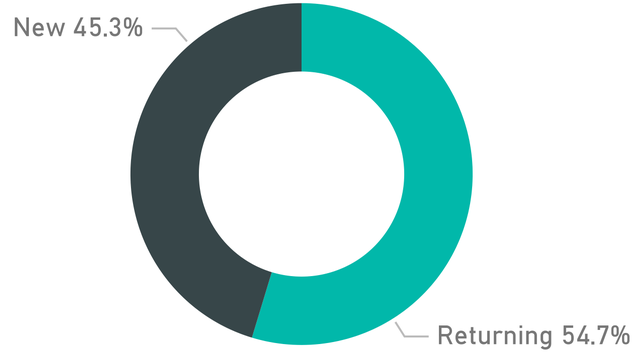
Current Enrollment Month-Over-Month Change
0%

Current Enrollment Year-Over-Year Change
8%

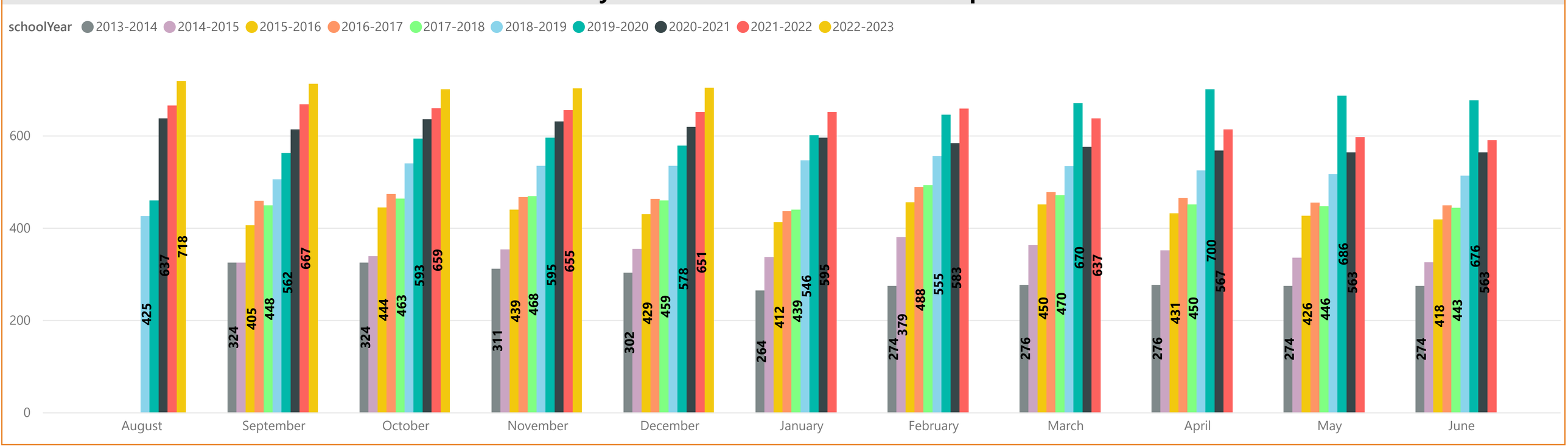
New and Returning



New and Returning Prior Year



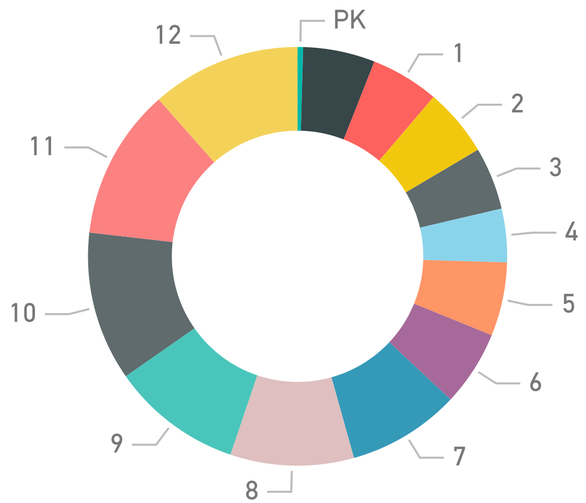
Monthly Student Current Enrollment Comparison



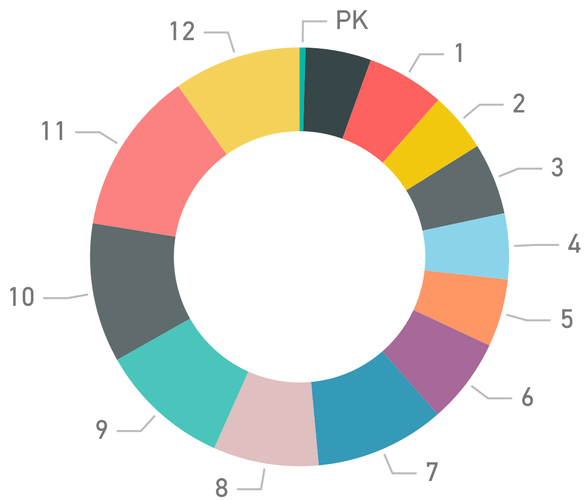
California Connections Academy Central Valley

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



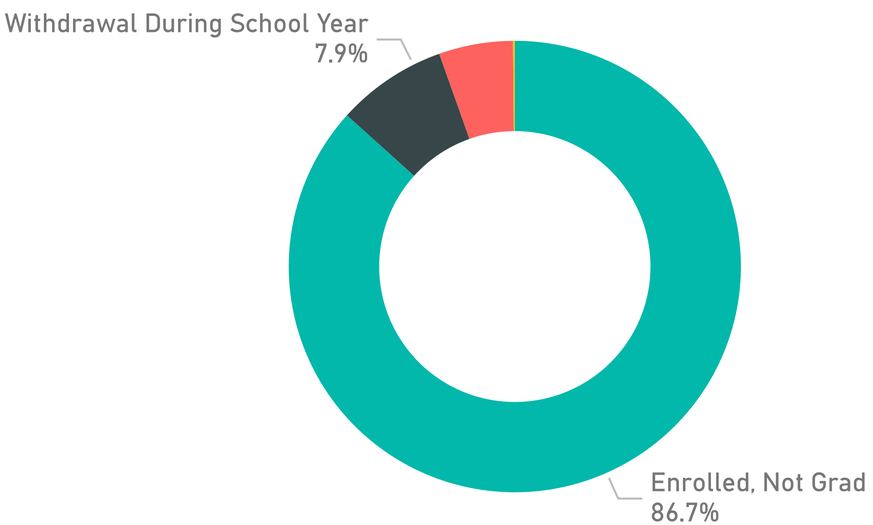
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**105**	**16%**	**101**	**17%**	**113**	**16%**	**116**	**17%**
PK	3	0%	4	1%	3	0%	3	0%
KG	33	5%	32	5%	39	6%	39	6%
1	39	6%	36	6%	37	5%	37	5%
2	30	5%	29	5%	34	5%	37	5%
3-5	**103**	**16%**	**96**	**16%**	**103**	**15%**	**103**	**15%**
3	36	6%	32	5%	34	5%	34	5%
4	33	5%	30	5%	28	4%	29	4%
5	34	5%	34	6%	41	6%	40	6%
6-8	**161**	**25%**	**143**	**24%**	**171**	**24%**	**169**	**24%**
6	43	7%	41	7%	41	6%	41	6%
7	65	10%	57	10%	61	9%	61	9%
8	53	8%	45	8%	69	10%	67	10%
9-12	**282**	**43%**	**250**	**42%**	**315**	**45%**	**315**	**45%**
9	66	10%	66	11%	70	10%	71	10%
10	70	11%	66	11%	80	11%	81	12%
11	82	13%	71	12%	83	12%	82	12%
12	64	10%	47	8%	82	12%	81	12%
Total	**651**	**100%**	**590**	**100%**	**702**	**100%**	**703**	**100%**

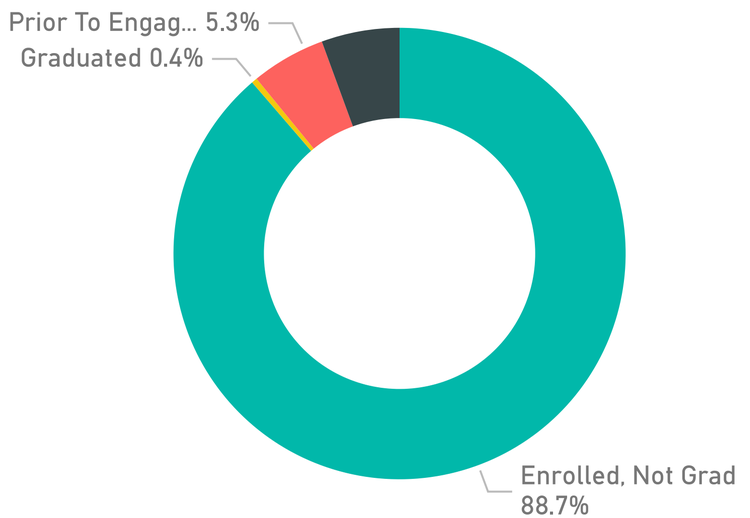
California Connections Academy Central Valley

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear Student Count	 %CT Student Count	PriorEOY Student Count	 %CT Student Count	LastMonth Student Count	 %CT Student Count	CurrentMonth Student Count	 %CT Student Count
Enrolled, Not Grad	651	89%	590	75%	702	88%	703	87%
Graduated	3	0%	20	3%			1	0%
Prior To Engagement	39	5%	45	6%	43	5%	43	5%
Withdrawal During School Year	41	6%	136	17%	50	6%	64	8%
Total	**734**	**100%**	**791**	**100%**	**795**	**100%**	**811**	**100%**

Enrollment Services Complete (Stage 4)

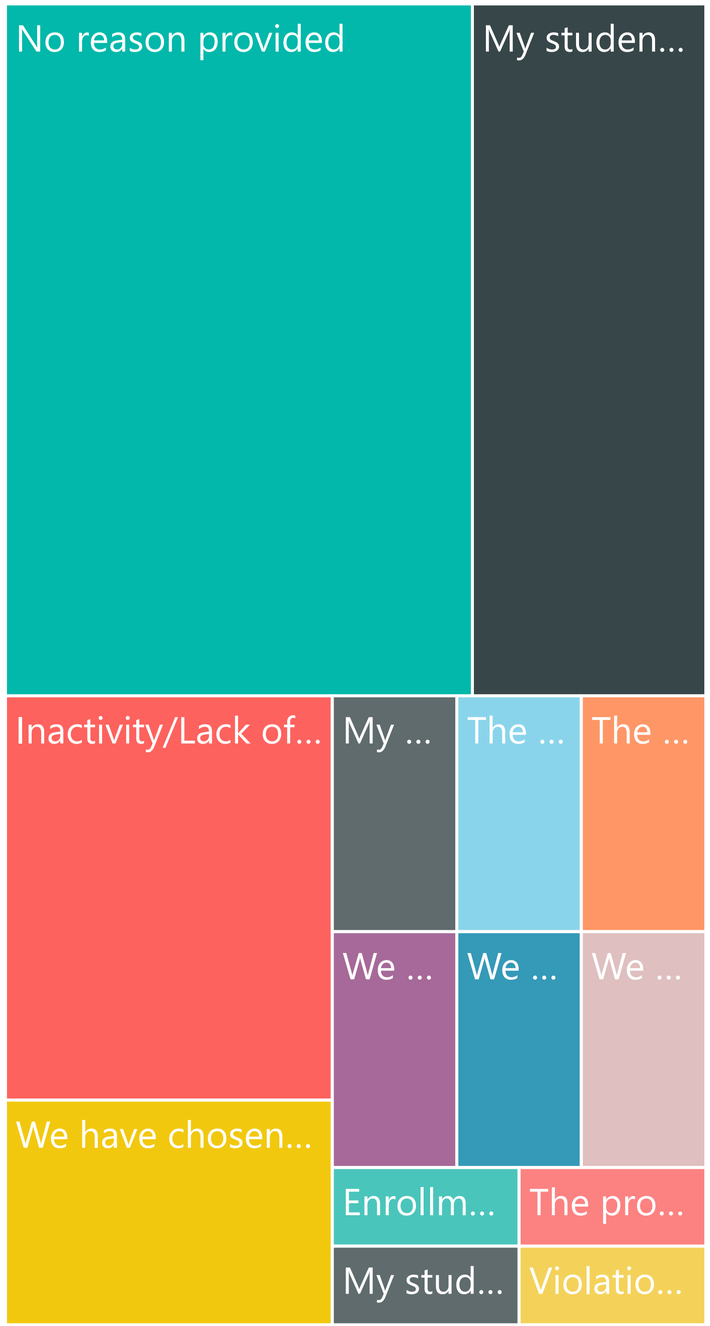
853

California Connections Academy Central Valley

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	4	7	1	1
Another Reason		5		1
Different/Better Schooling Option (Not related to socialization)	2	6	10	11
Generally dissatisfied with curriculum/course options	3	4		
Inactivity	5	27	4	9
No longer able to provide a Learning Coach		1	2	2
No Reason Given	8	32	16	22
Program not flexible enough		2		
Program takes too much of Learning Coach's time			1	1
Program takes too much of student's time		2		
Pursuing GED		1	1	1
Student wants more socialization	8	21	2	2
The curriculum is too hard	5	11	1	2
Transition to virtual school too difficult	1	1	4	2
Unhappy with the school			2	2
We are moving	3	10	2	2
We have chosen to home school	2	6	4	5



California Connections Academy Central Valley

December 31, 2022

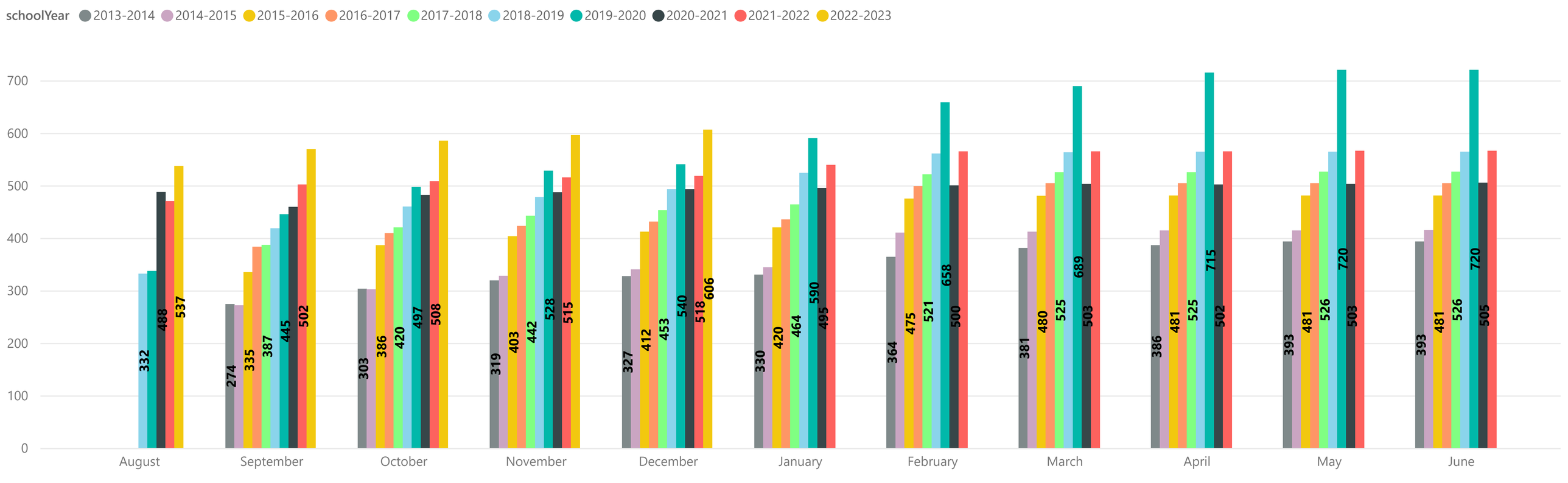
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	457	434	536	534
Graduated	3	20		1
WD During School Year	33	102	41	57
WD Prior To Engagement	36	42	35	35

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.42	1.36	1.31	1.32

Monthly Total Households



California Connections Academy Central Valley

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	336	306	369	367
Not Hispanic or Latino	315	284	333	336

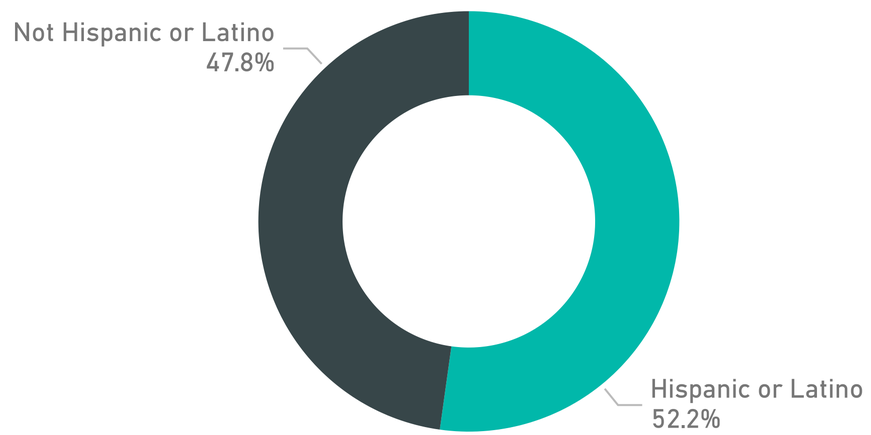
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	73	70	76	74
Asian	38	37	40	38
Black/African American	91	77	90	87
Native Hawaiian or Other Pacific Islander	11	10	8	7
White	518	474	565	569

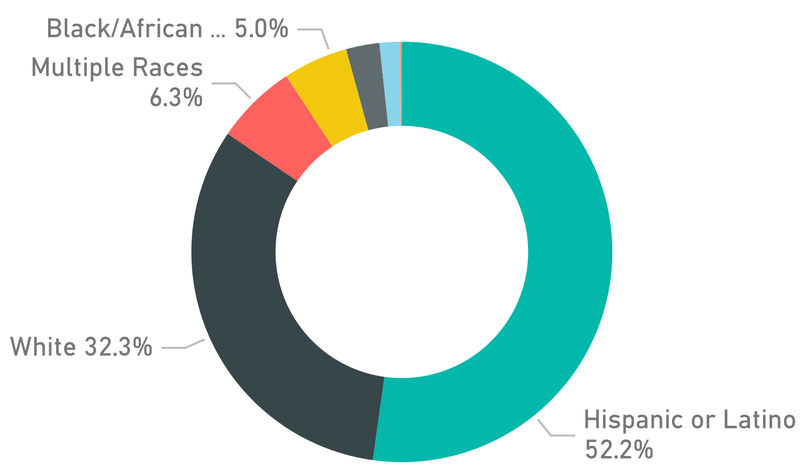
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	7	6	11	11
Asian	16	18	18	18
Black/African American	33	22	36	35
Hispanic or Latino	336	306	369	367
Multiple Races	47	44	46	44
Native Hawaiian or Other Pacific Islander	2	2	2	1
White	210	192	220	227

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity

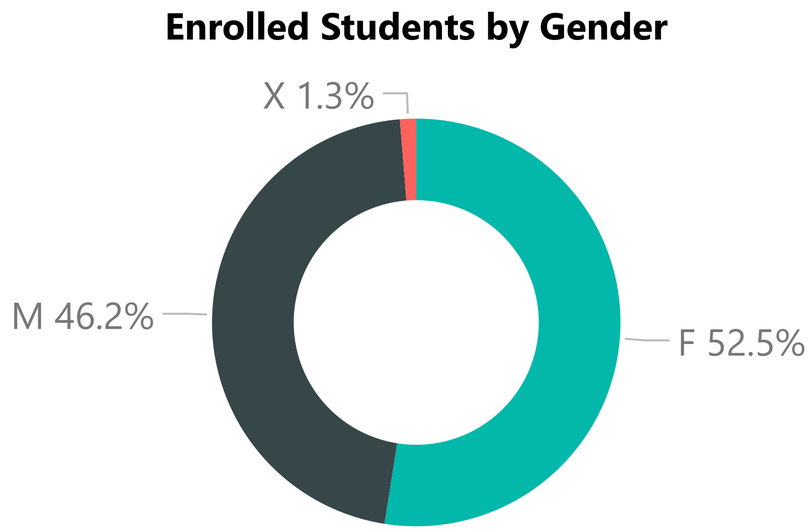


California Connections Academy Central Valley

December 31, 2022

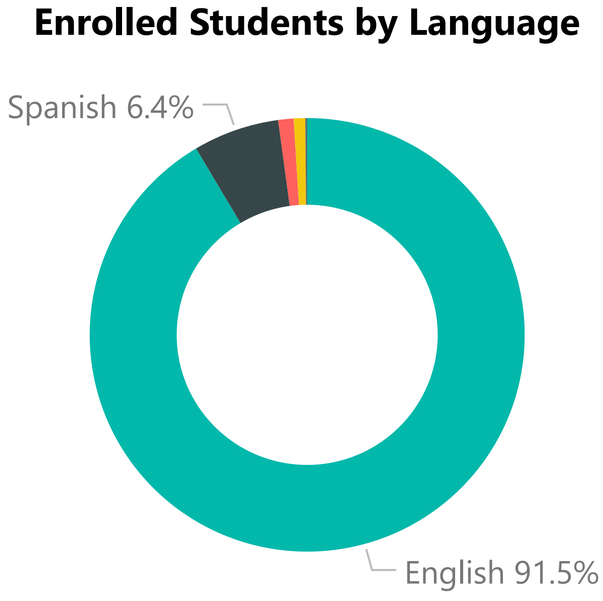
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	348	328	373	369
M	300	260	321	325
Nonbinary	1			
X	2	2	8	9



Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	592	534	642	643
Spanish	46	42	46	45
Arabic	7	9	7	8
Another Language	5	5	6	6
No Language Reported	1		1	1

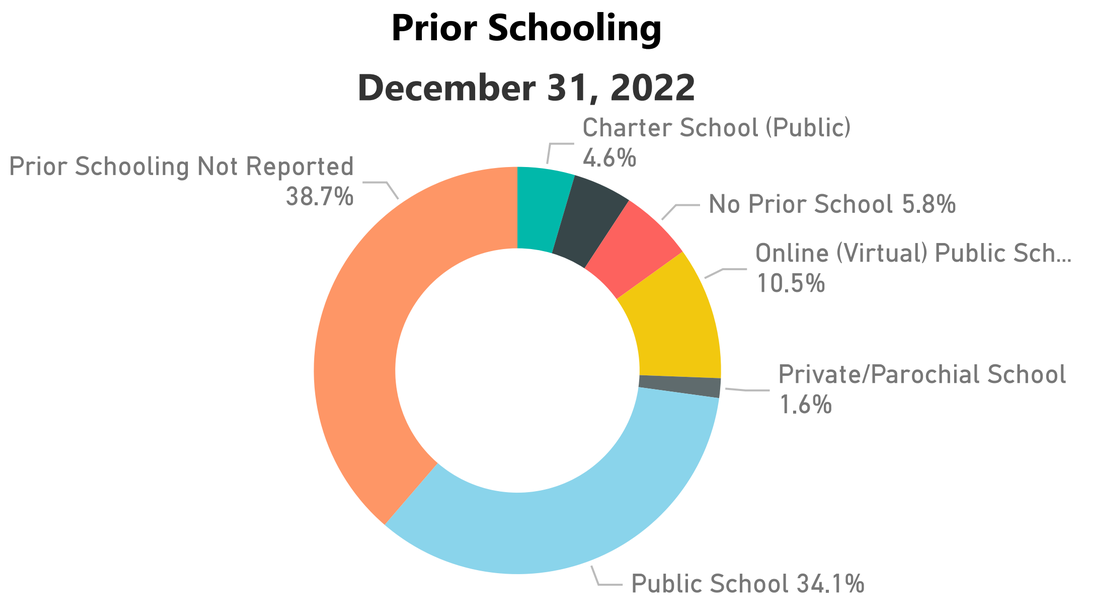


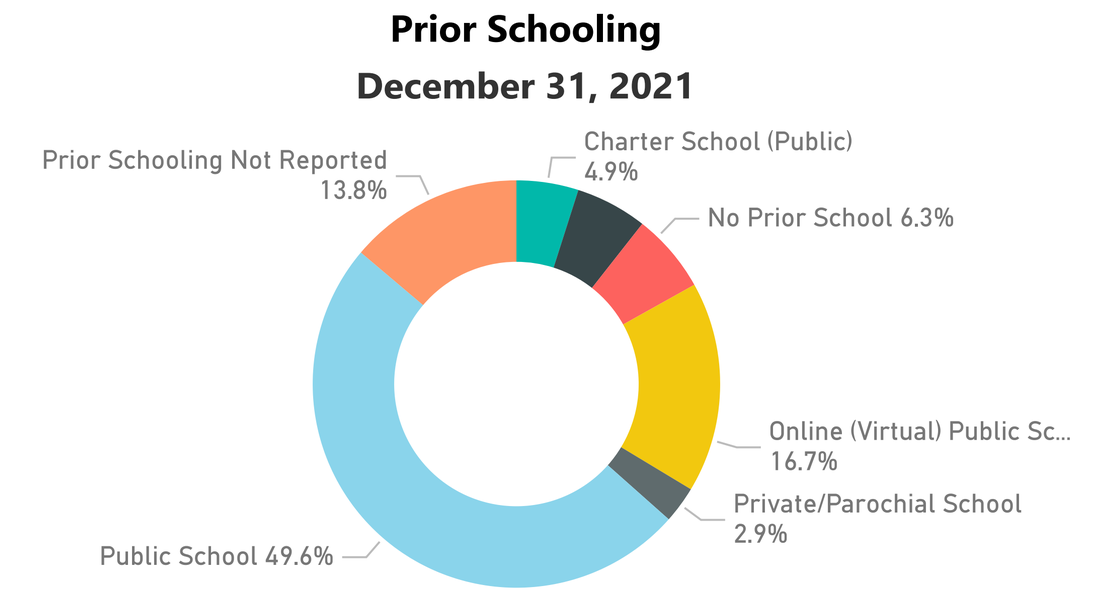
California Connections Academy Central Valley

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	32	31	28	32
Home School	37	37	32	33
No Prior School	41	38	40	41
Online (Virtual) Public School	109	99	75	74
Private/Parochial School	19	16	11	11
Public School	323	287	238	240
Prior Schooling Not Reported	90	82	278	272



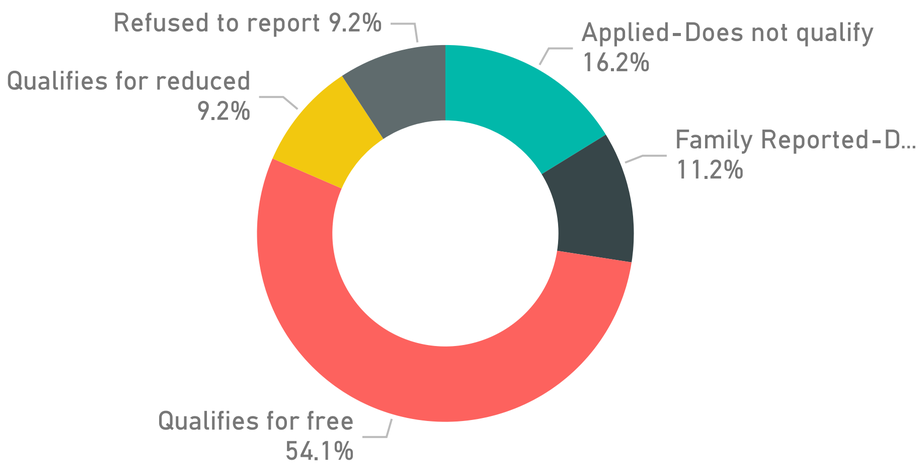


California Connections Academy Central Valley

December 31, 2022

FARM Eligibility

December 31, 2022

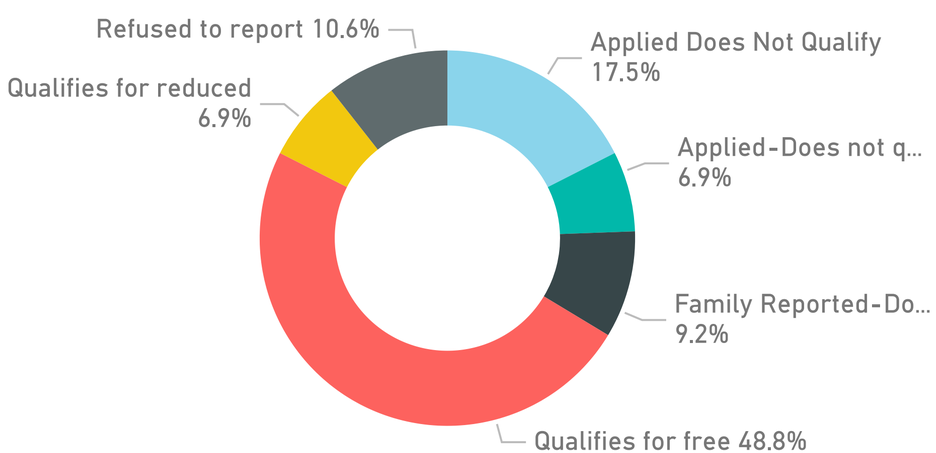


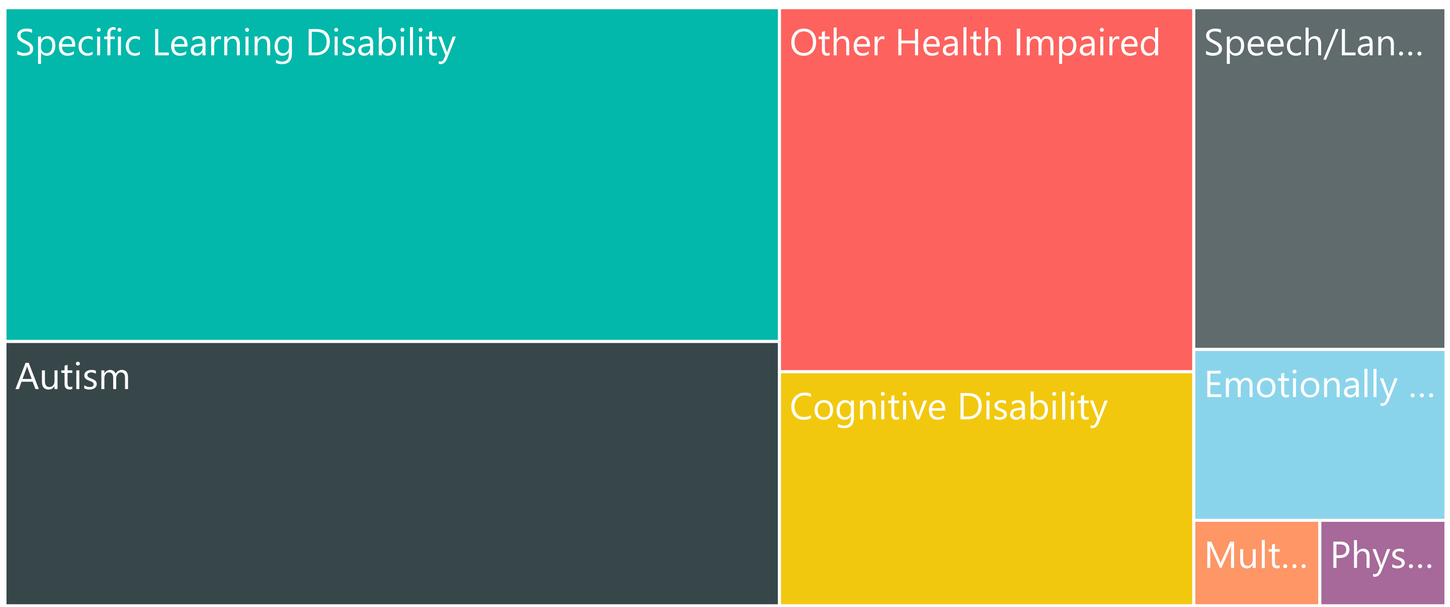
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	18	18	19	19
Cognitive Disability	6	7	9	9
Emotionally Impaired	7	6	4	4
Multiple Disabilities			1	1
Other Health Impaired	15	13	14	14
Physical Disability			1	1
Specific Learning Disability	22	22	24	24
Speech/Language Impaired	16	10	8	8

FARM Eligibility

December 31, 2021

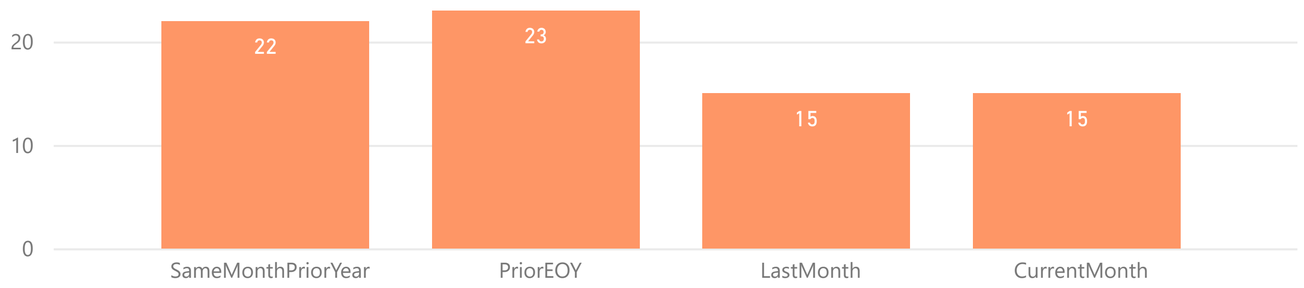




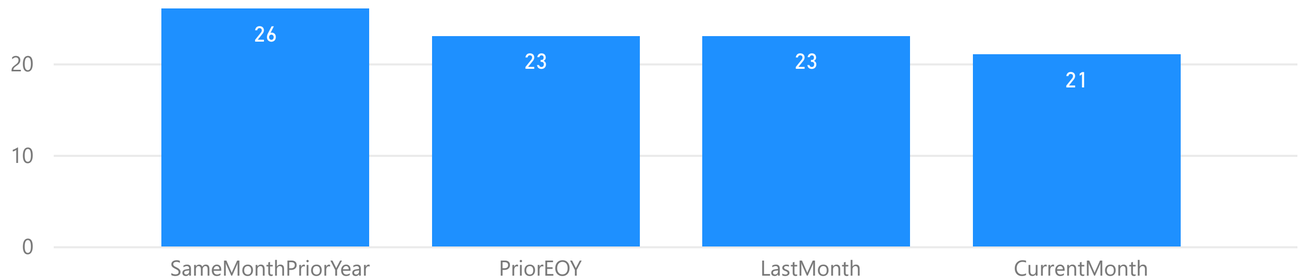
California Connections Academy Central Valley

December 31, 2022

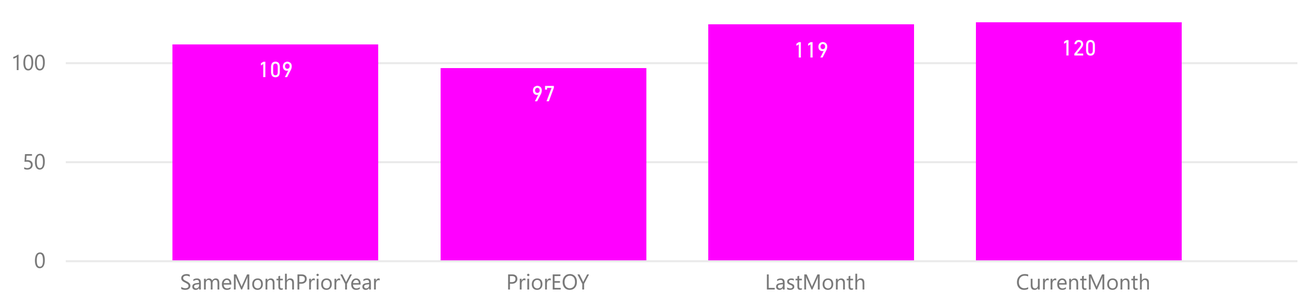
Gifted



Plan504



IEP



Currently Enrolled

703

Gifted

2%

Plan504

3%

IEP

17%

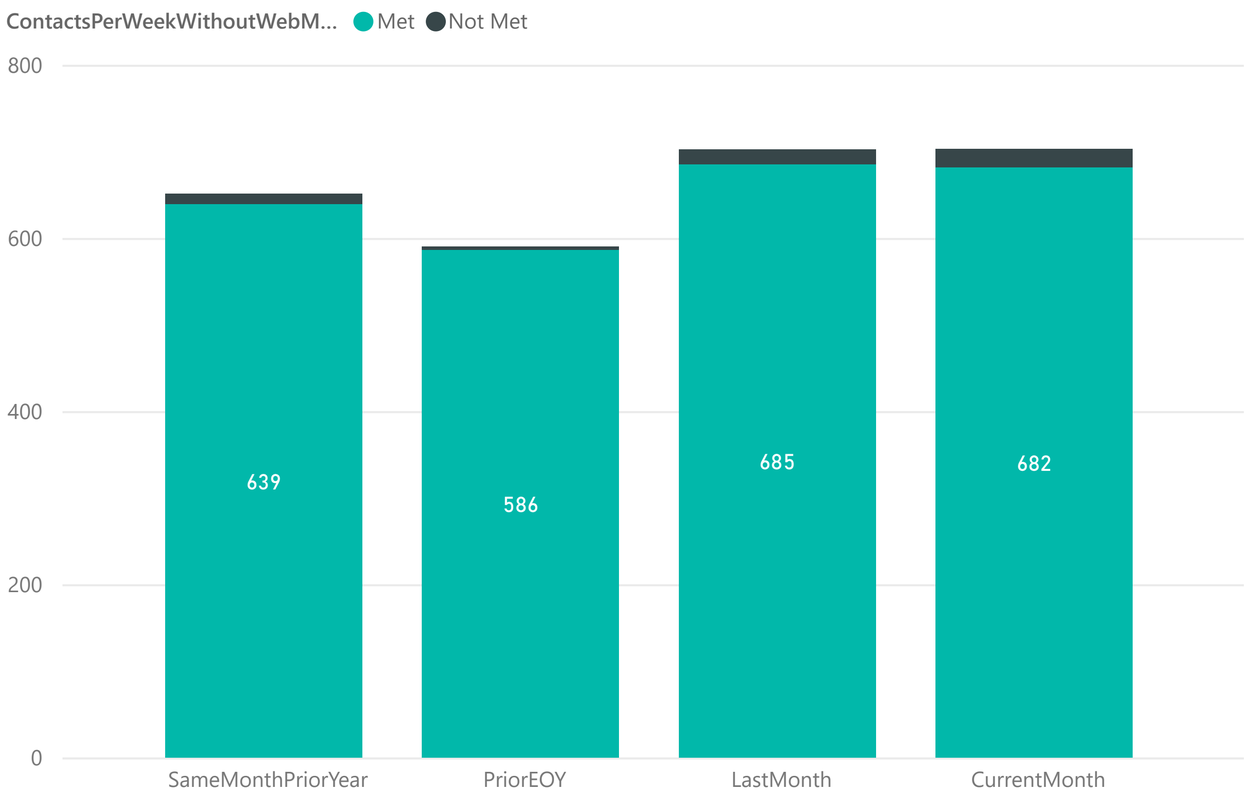
Not in Special Population

78%

California Connections Academy Central Valley

December 31, 2022

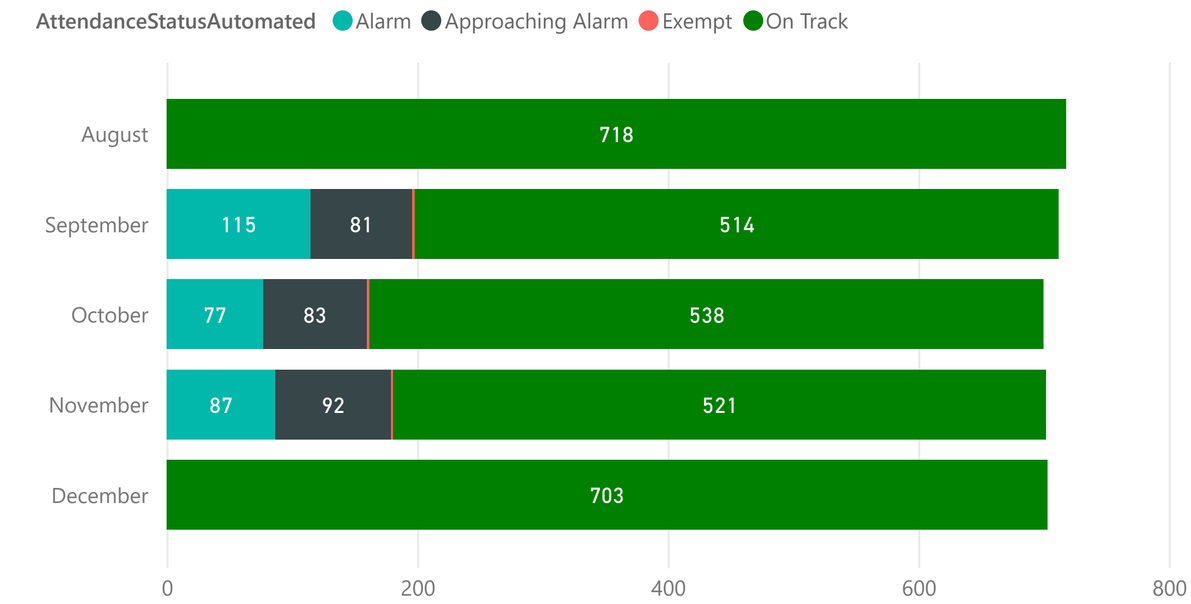
Contacts Per Week



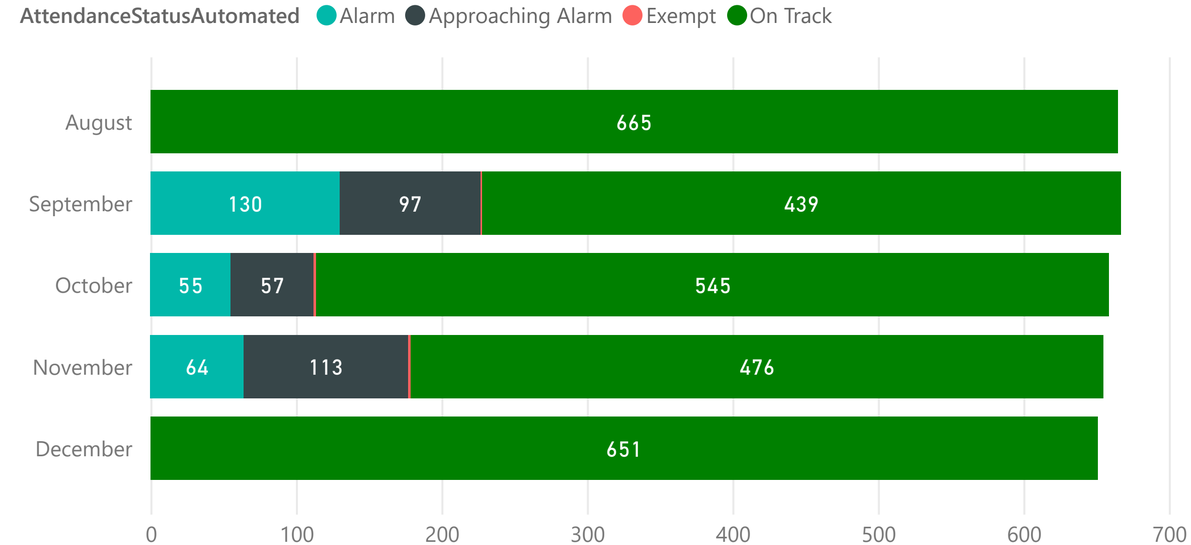
Currently Enrolled

703

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy Central Valley

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	99%	98%	96%	98%
3-5	100%	97%	94%	99%
6-8	104%	97%	97%	101%
9-12	99%	95%	92%	96%
Total	**100%**	**96%**	**94%**	**98%**

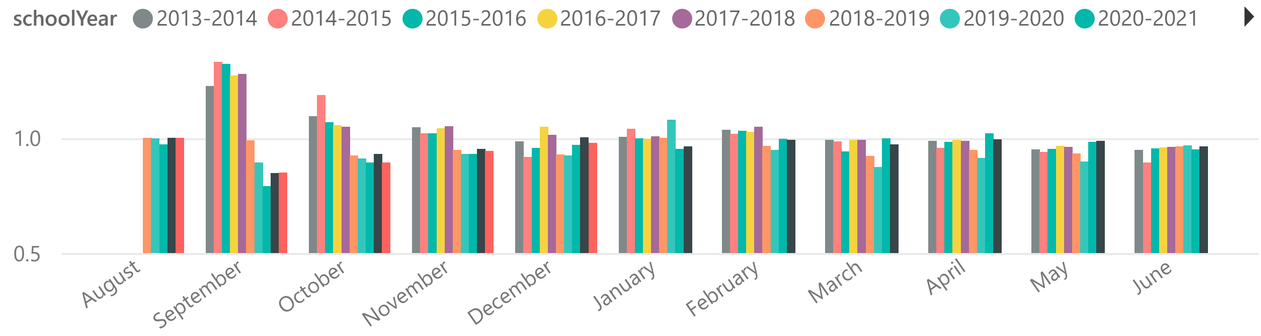
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	88%	90%	89%
3-5	78%	80%	79%
6-8	72%	70%	71%
9-12	72%	71%	70%
Total	**76%**	**75%**	**74%**

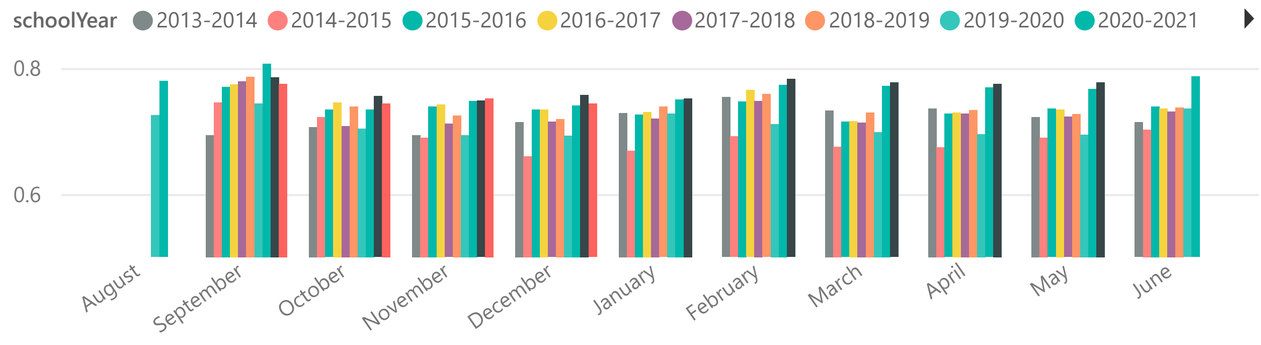
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	96%	96%	97%	95%
3-5	95%	96%	94%	96%
6-8	96%	96%	93%	93%
9-12	93%	93%	88%	88%
Total	**95%**	**95%**	**92%**	**92%**

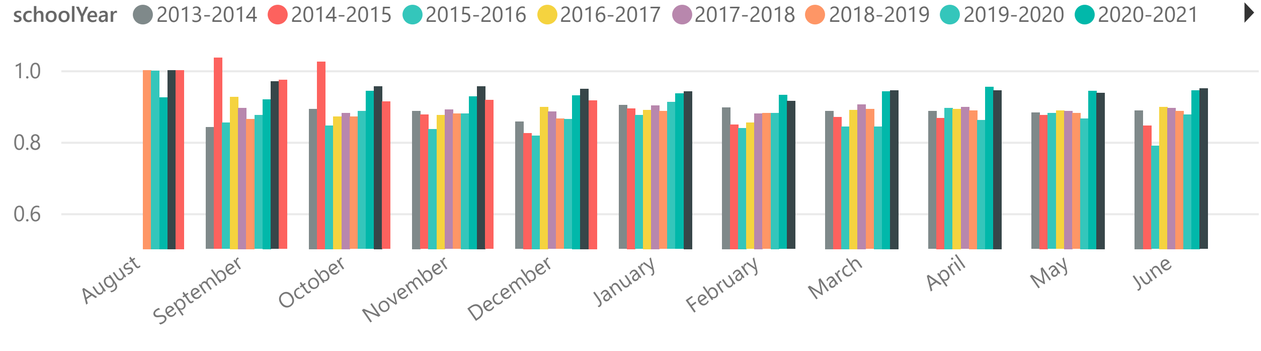
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
703	811

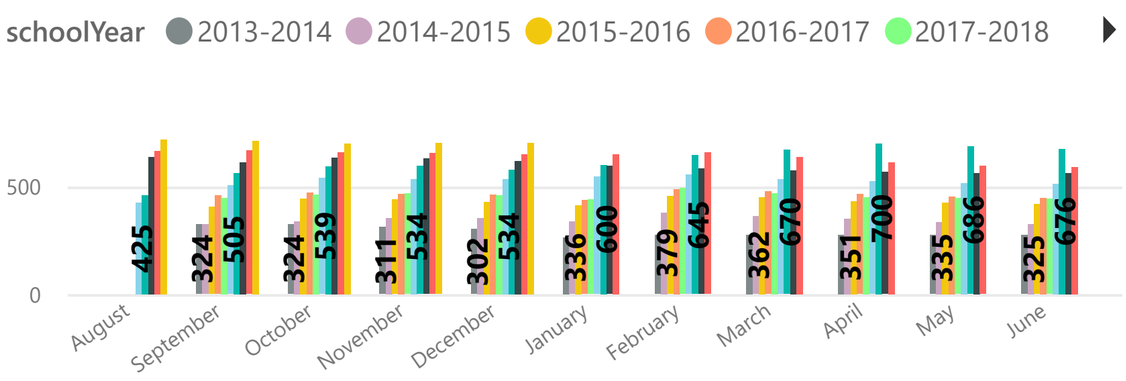
Enrollment Services Complete (Stage 4)
853

California Connections Academy Central Valley
December 31, 2022

Current Enrollment Month-Over-Month Change
0%

Current Enrollment Year-Over-Year Change
8%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	651	89%	703	87%
Graduated	3	0%	1	0%
Prior To Engagement	39	5%	43	5%
Withdrawal During School Year	41	6%	64	8%
Total	**734**	**100%**	**811**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	295	45.31%	307	43.67%
Returning	356	54.69%	396	56.33%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	457	534
Graduated	3	1
WD During School Year	33	57
WD Prior To Engagement	36	35

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.42	1.32

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**105**	**16%**	**116**	**17%**
PK	3	0%	3	0%
KG	33	5%	39	6%
1	39	6%	37	5%
2	30	5%	37	5%
3-5	**103**	**16%**	**103**	**15%**
3	36	6%	34	5%
4	33	5%	29	4%
5	34	5%	40	6%
6-8	**161**	**25%**	**169**	**24%**
6	43	7%	41	6%
7	65	10%	61	9%
8	53	8%	67	10%
9-12	**282**	**43%**	**315**	**45%**
9	66	10%	71	10%
10	70	11%	81	12%
11	82	13%	82	12%
12	64	10%	81	12%
Total	**651**	**100%**	**703**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
Generally dissatisfied with curriculum/course options	
Inactivity/Lack of Attendance	
My student is pursuing GED	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The curriculum is too hard.	
The program takes too much of the Learning Coach's time.	
The transition to virtual school was too difficult.	
Violation of state regulations	
We are moving.	
We are no longer able to provide a Learning Coach to assist our student.	
We are not satisfied with our student's teachers.	
We are not satisfied with the school leadership.	
We have chosen to home school.	

California Connections Academy Central Valley
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	348	369
M	300	325
Nonbinary	1	
X	2	9

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	592	643
Spanish	46	45
Arabic	7	8
Another Language	5	6
No Language Reported	1	1

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	18	19
Cognitive Disability	6	9
Emotionally Impaired	7	4
Multiple Disabilities		1
Other Health Impaired	15	14
Physical Disability		1
Specific Learning Disability	22	24
Speech/Language Impaired	16	8

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	22	15

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	26	21

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	109	120

Gifted	Plan504
2%	3%

IEP	Not in Special Population
17%	78%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	336	367
Not Hispanic or Latino	315	336

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	73	74
Asian	38	38
Black/African American	91	87
Native Hawaiian or Other Pacific Islander	11	7
White	518	569

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	110	
Applied-Does not qualify	33	105
Family Reported-Does not qualify	50	67
Qualifies for free	275	338
Qualifies for reduced	37	56
Refused to report	62	57

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	7	11
Asian	16	18
Black/African American	33	35
Hispanic or Latino	336	367
Multiple Races	47	44
Native Hawaiian or Other Pacific Islander	2	1
White	210	227

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	32	32
Home School	37	33
No Prior School	41	41
Online (Virtual) Public School	109	74
Private/Parochial School	19	11
Public School	323	240
Prior Schooling Not Reported	90	272

California Connections Academy Central Valley
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	639	682
Not Met	12	21

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	651	703

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	99%	98%
3-5	100%	99%
6-8	104%	101%
9-12	99%	96%
Total	**100%**	**98%**

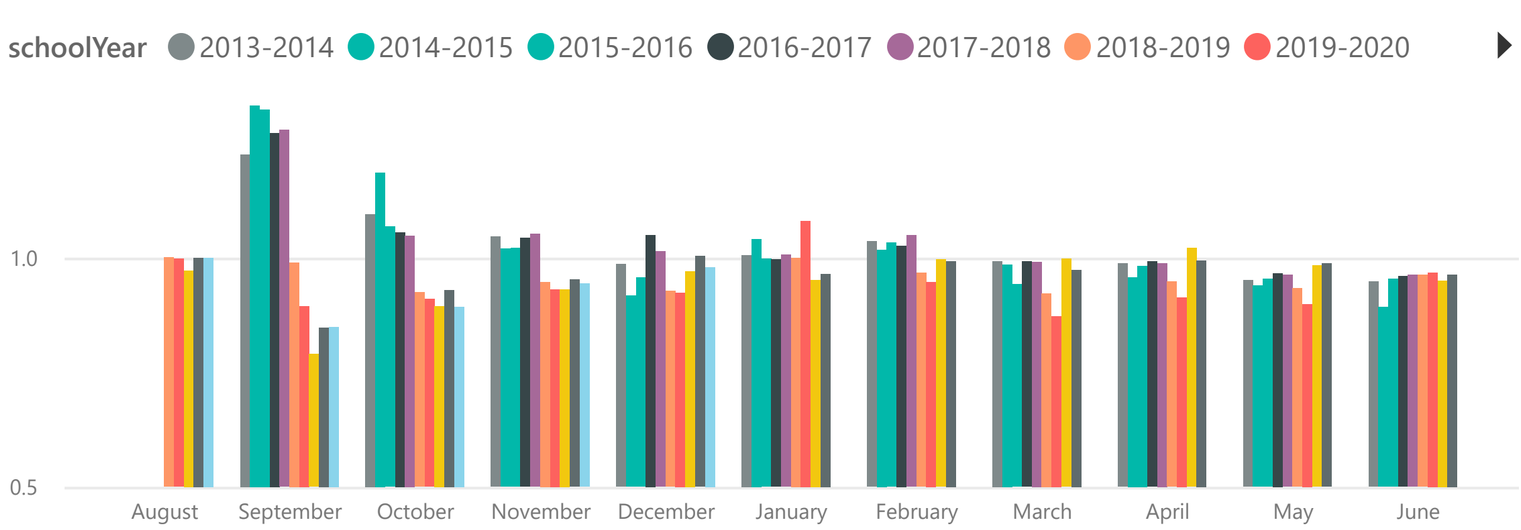
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	88%	89%
3-5	78%	79%
6-8	72%	71%
9-12	72%	70%
Total	**76%**	**74%**

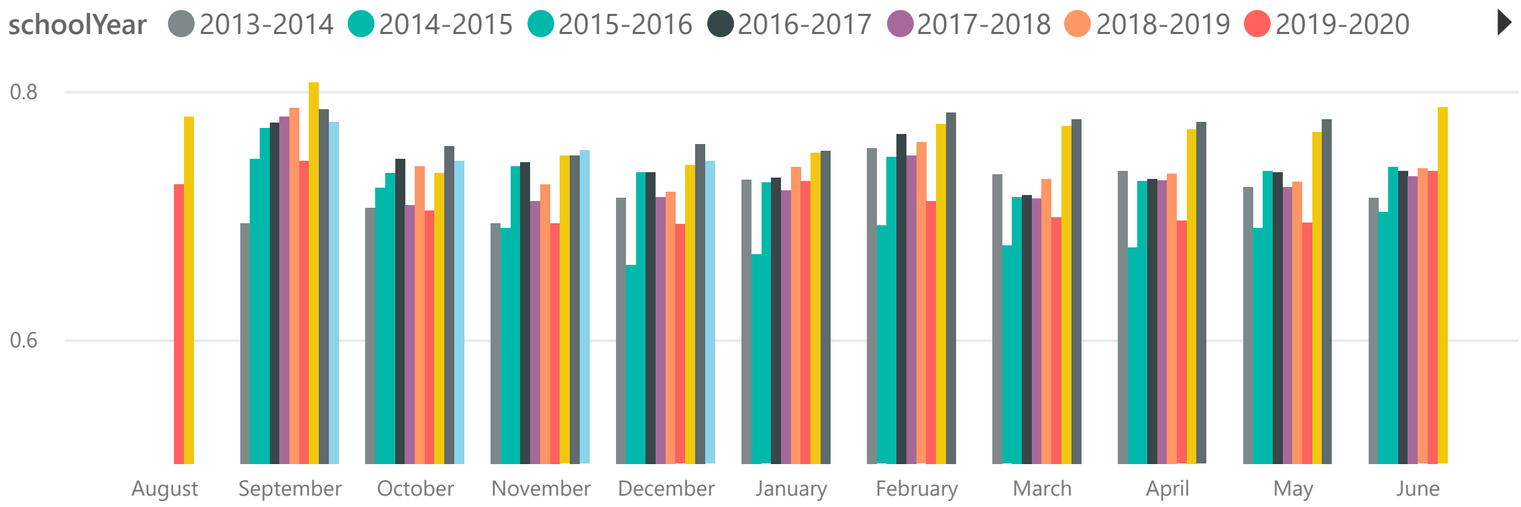
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	96%	95%
3-5	95%	96%
6-8	96%	93%
9-12	93%	88%
Total	**95%**	**92%**

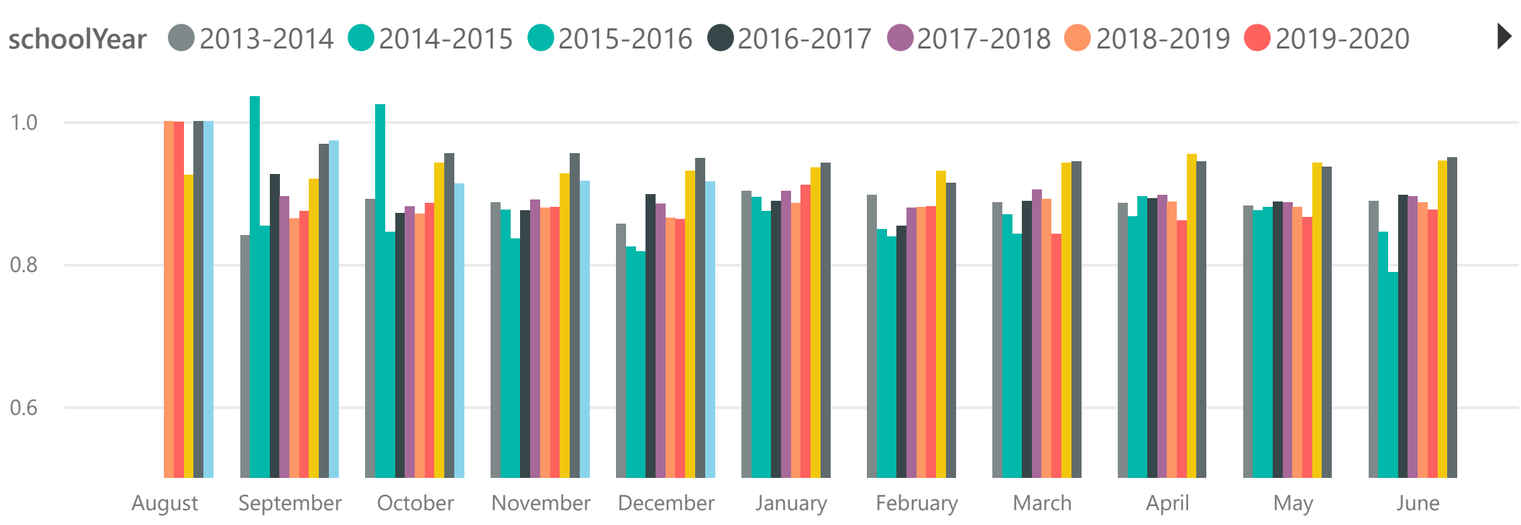
Average Total Participation



Average Total Performance



Average Total Attendance



MONTHLY SCHOOL REPORT

California Connections Academy Central Coast & December 31, 2022

Currently Enrolled

117

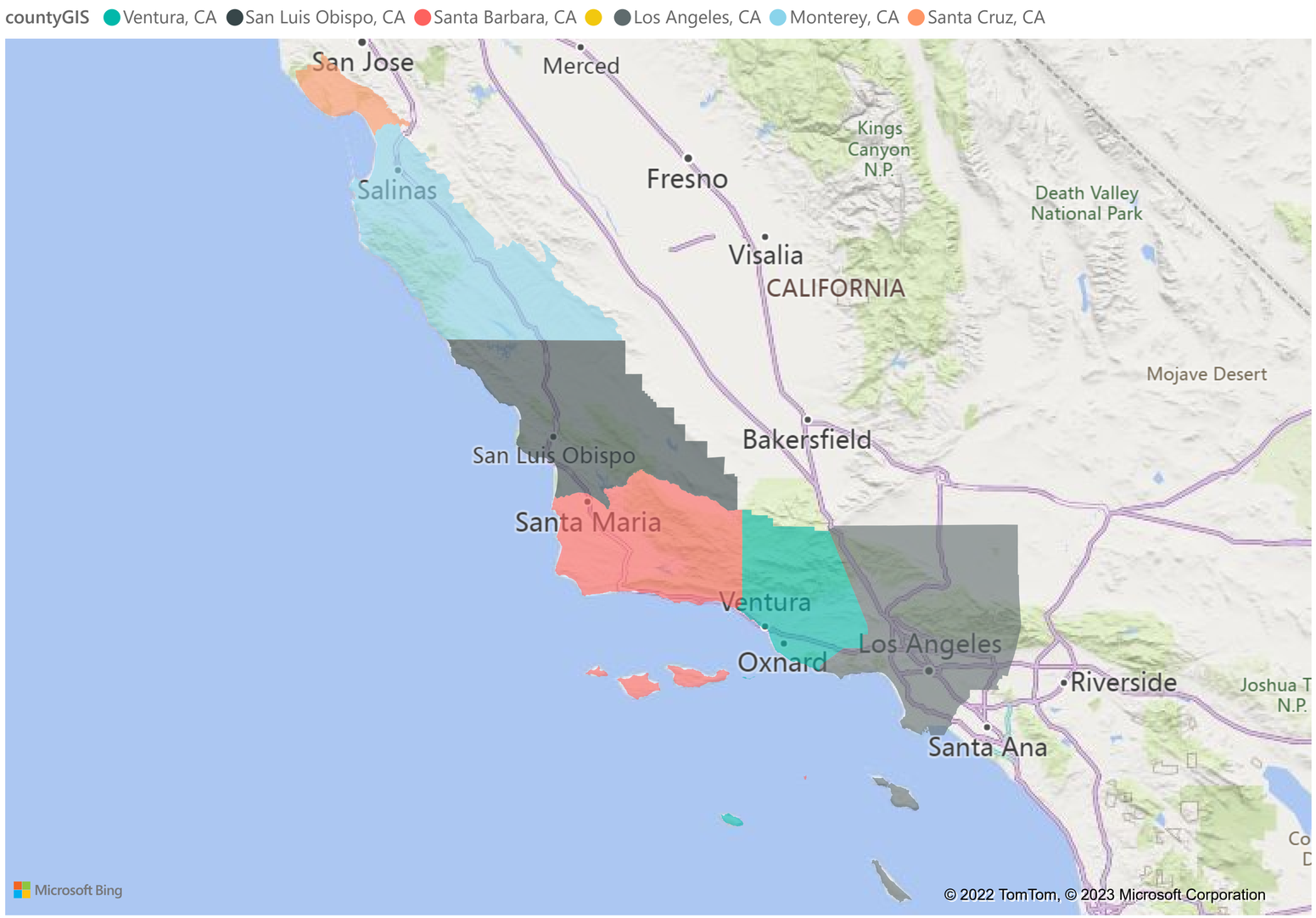
Total YTD Enrolled

137

Enrollment Services Complete (Stage 4)

144

Enrolled Students by County



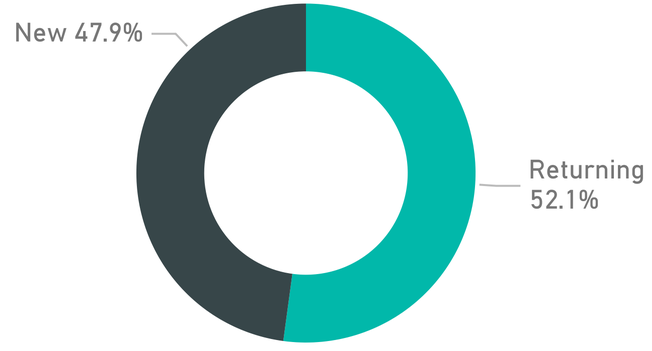
California Connections Academy Central Coast

December 31, 2022

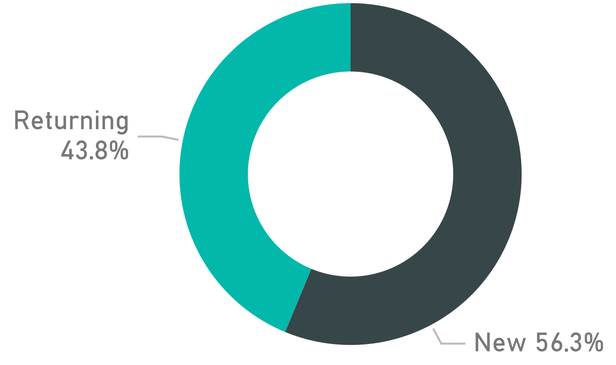
Current Enrollment Month-Over-Month Change
-1%

Current Enrollment Year-Over-Year Change
22%

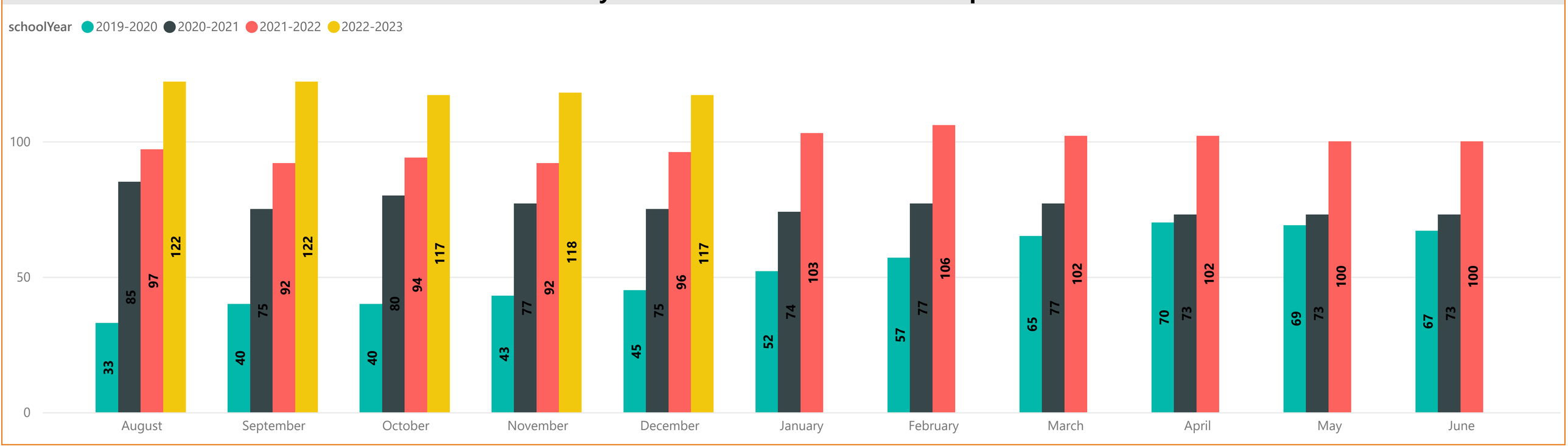
New and Returning



New and Returning Prior Year



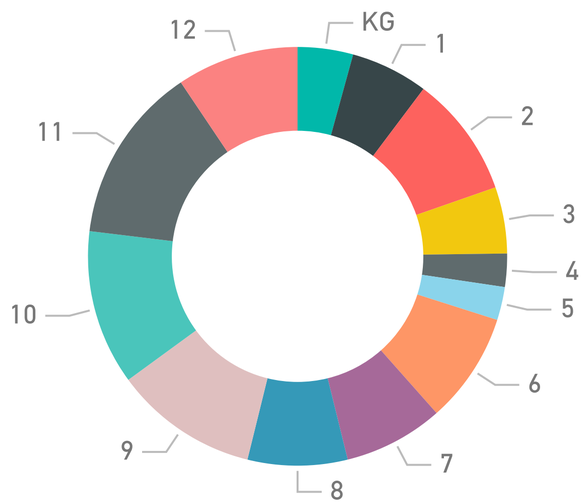
Monthly Student Current Enrollment Comparison



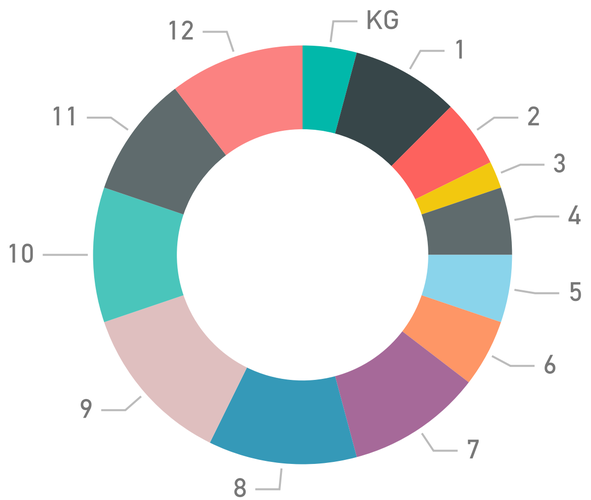
California Connections Academy Central Coast

December 31, 2022

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade



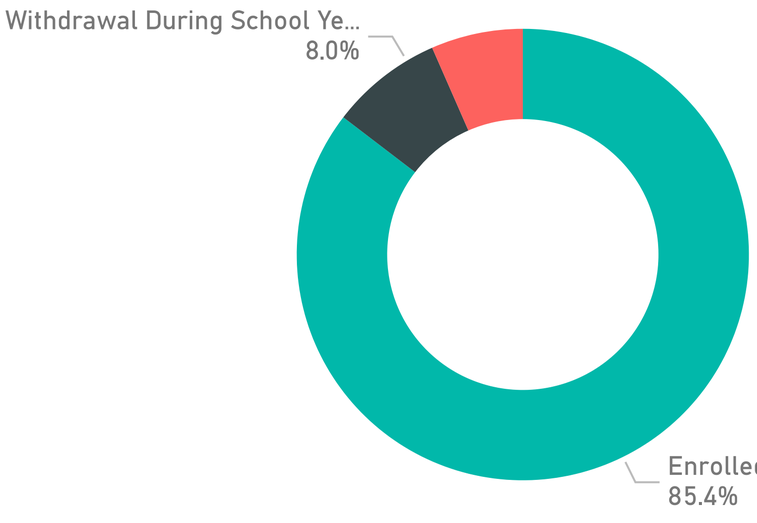
Grade Distribution

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
GradeDistribution	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	**17**	**18%**	**18**	**18%**	**24**	**20%**	**23**	**20%**
KG	4	4%	4	4%	6	5%	5	4%
1	8	8%	8	8%	7	6%	7	6%
2	5	5%	6	6%	11	9%	11	9%
3-5	**12**	**13%**	**14**	**14%**	**12**	**10%**	**12**	**10%**
3	2	2%	2	2%	6	5%	6	5%
4	5	5%	5	5%	3	3%	3	3%
5	5	5%	7	7%	3	3%	3	3%
6-8	**26**	**27%**	**29**	**29%**	**29**	**25%**	**28**	**24%**
6	5	5%	6	6%	10	8%	10	9%
7	10	10%	9	9%	8	7%	9	8%
8	11	11%	14	14%	11	9%	9	8%
9-12	**41**	**43%**	**39**	**39%**	**53**	**45%**	**54**	**46%**
9	12	13%	13	13%	13	11%	13	11%
10	10	10%	8	8%	13	11%	14	12%
11	9	9%	10	10%	16	14%	16	14%
12	10	10%	8	8%	11	9%	11	9%
Total	**96**	**100%**	**100**	**100%**	**118**	**100%**	**117**	**100%**

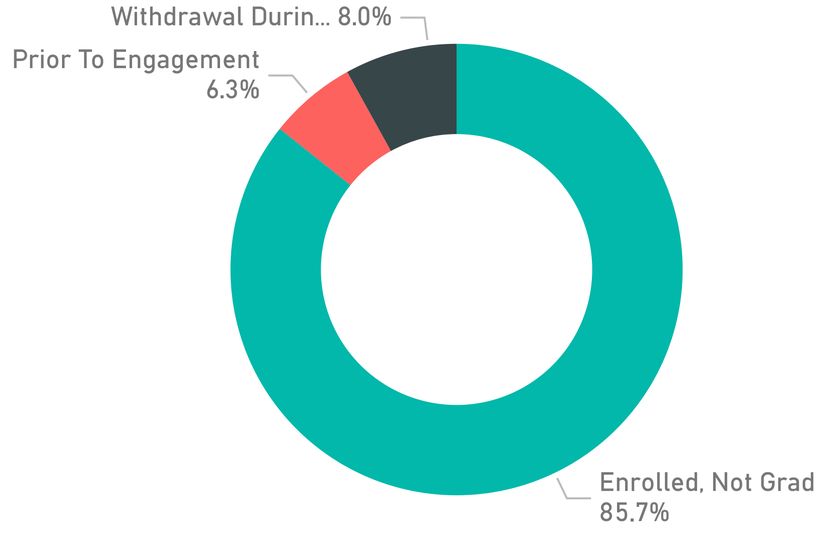
California Connections Academy Central Coast

December 31, 2022

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
Withdrawal Category	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	96	86%	100	80%	118	87%	117	85%
Graduated			2	2%				
Prior To Engagement	7	6%	9	7%	10	7%	9	7%
Withdrawal During School Year	9	8%	14	11%	8	6%	11	8%
Total	**112**	**100%**	**125**	**100%**	**136**	**100%**	**137**	**100%**

Enrollment Services Complete (Stage 4)

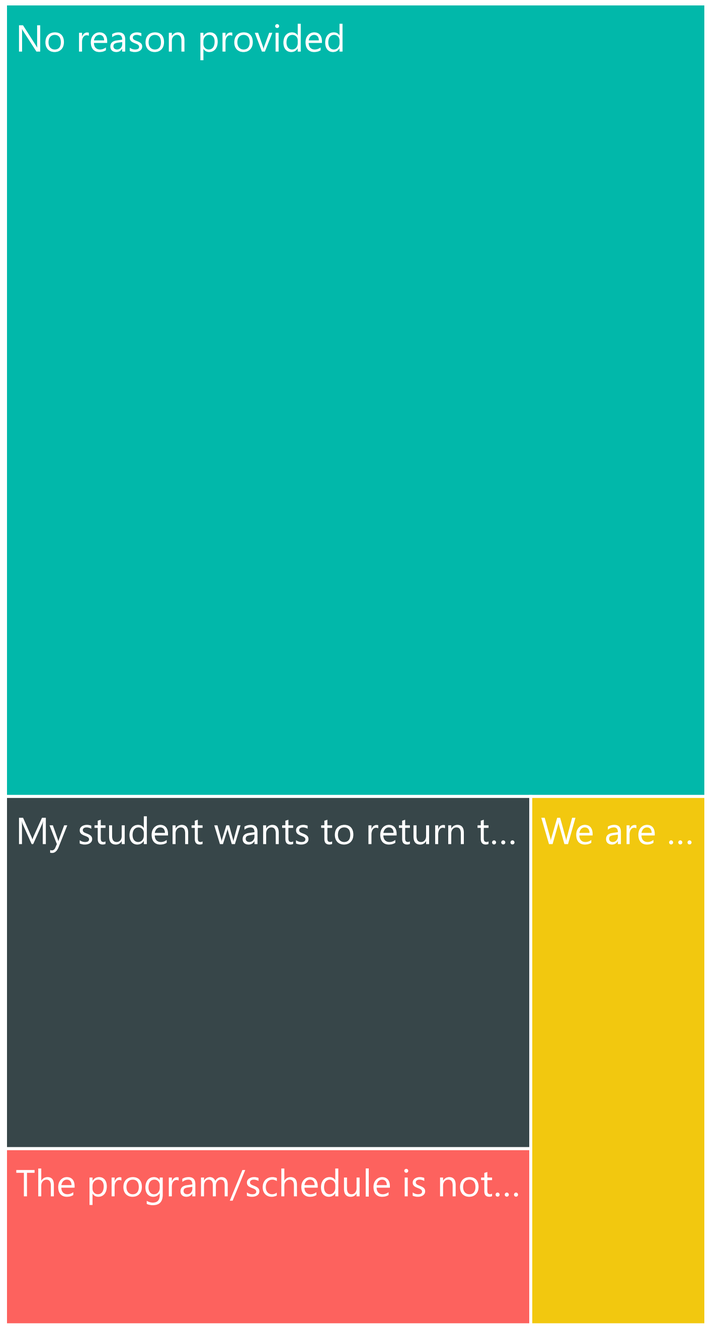
144

California Connections Academy Central Coast

December 31, 2022

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Another Reason	2	2		
Different/Better Schooling Option (Not related to socialization)	2	2	2	2
No Reason Given	2	3	4	6
Program not flexible enough			1	1
Student wants more socialization	1	3		
The curriculum is too hard		1		
We are moving	1	2		1
We have chosen to home school	1	1		



California Connections Academy Central Coast

December 31, 2022

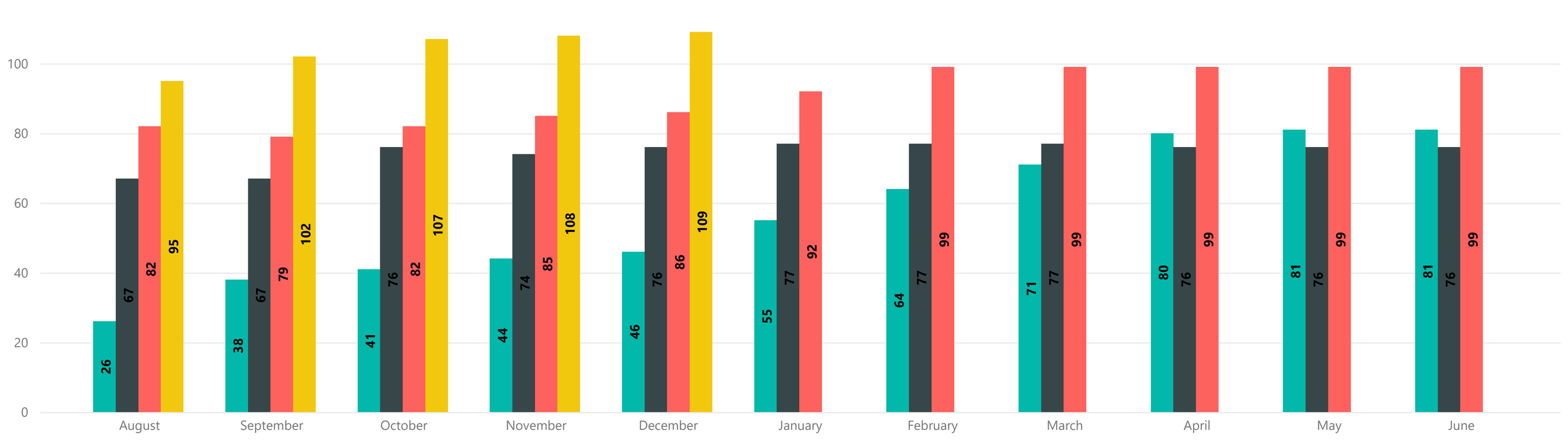
Household Data

Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	74	77	94	94
Graduated		2		
WD During School Year	8	13	7	10
WD Prior To Engagement	6	8	9	8

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.30	1.30	1.26	1.24

Monthly Total Households



California Connections Academy Central Coast

December 31, 2022

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	41	42	51	49
Not Hispanic or Latino	54	57	66	67

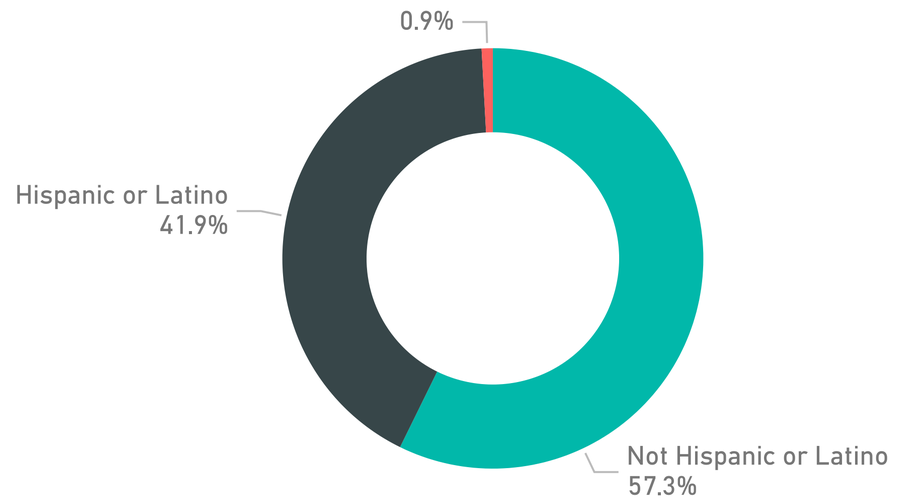
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	14	15	23	23
Asian	5	5	13	12
Black/African American	13	14	11	11
Native Hawaiian or Other Pacific Islander			1	1
White	74	77	91	90

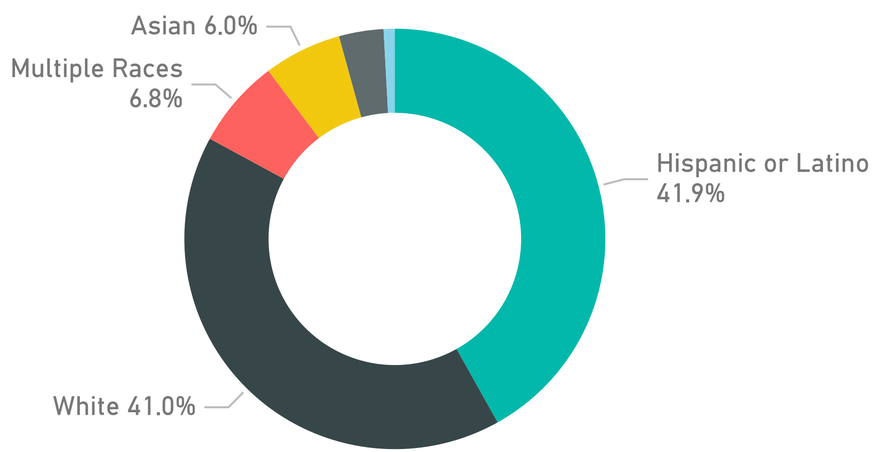
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native			1	1
Asian	5	5	7	7
Black/African American	8	8	4	4
Hispanic or Latino	41	42	51	49
Multiple Races	3	4	9	8
White	39	41	46	48

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity

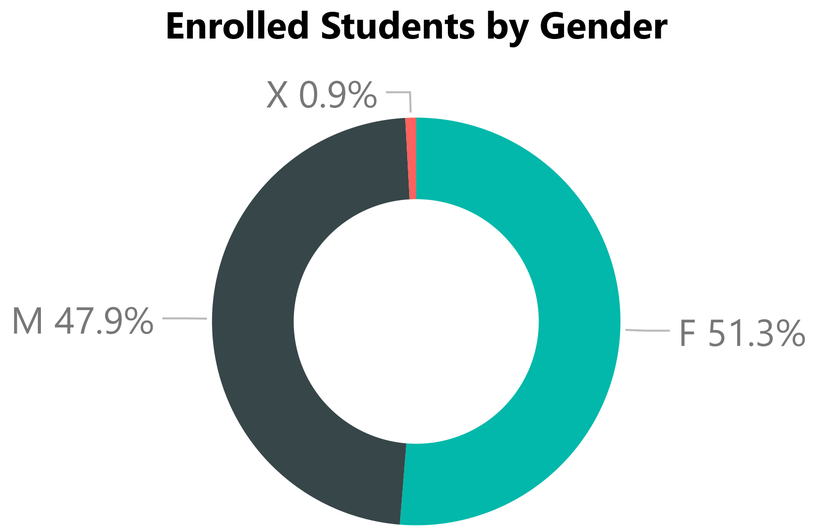


California Connections Academy Central Coast

December 31, 2022

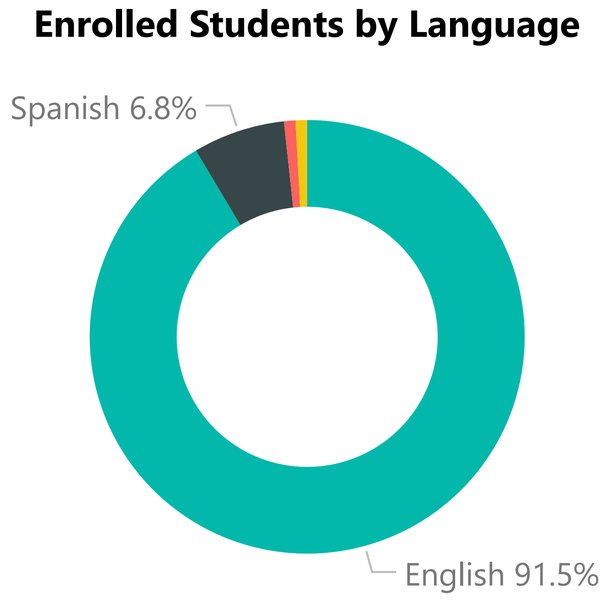
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
F	58	60	59	60
M	38	40	58	56
X			1	1



Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	90	93	108	107
Spanish	4	5	8	8
Russian	1	1		
Urdu			1	1
No Language Reported	1	1	1	1

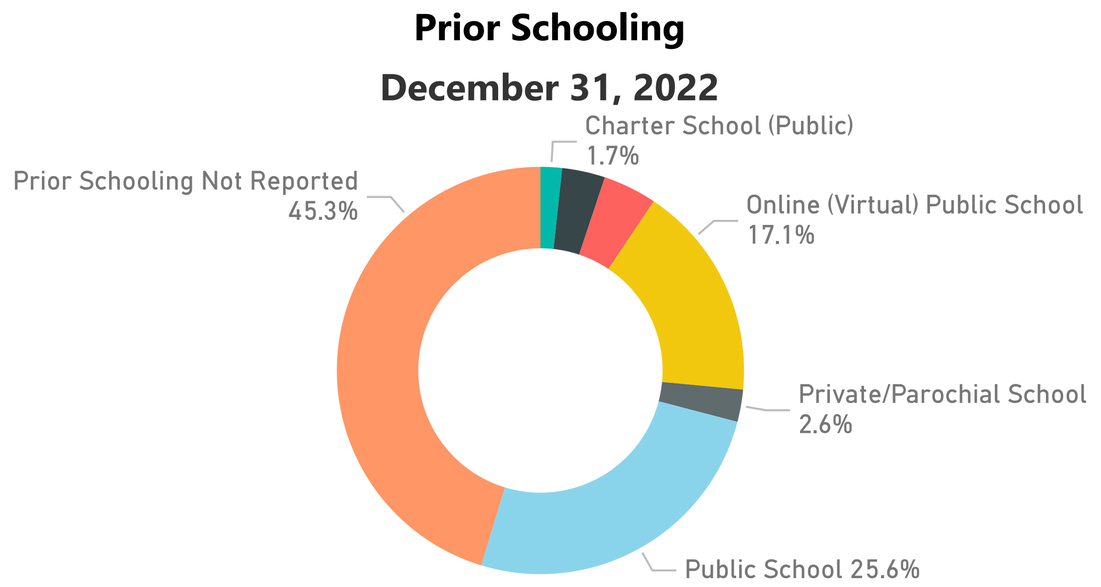


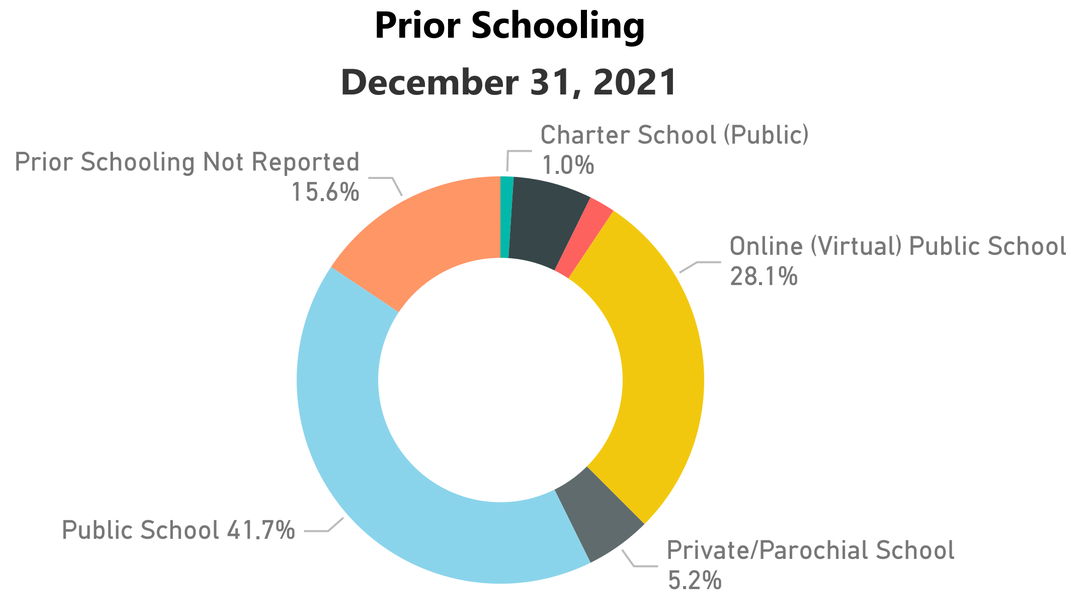
California Connections Academy Central Coast

December 31, 2022

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	1	1	2	2
Home School	6	5	5	4
No Prior School	2	2	6	5
Online (Virtual) Public School	27	28	20	20
Private/Parochial School	5	6	4	3
Public School	40	43	28	30
Prior Schooling Not Reported	15	15	53	53



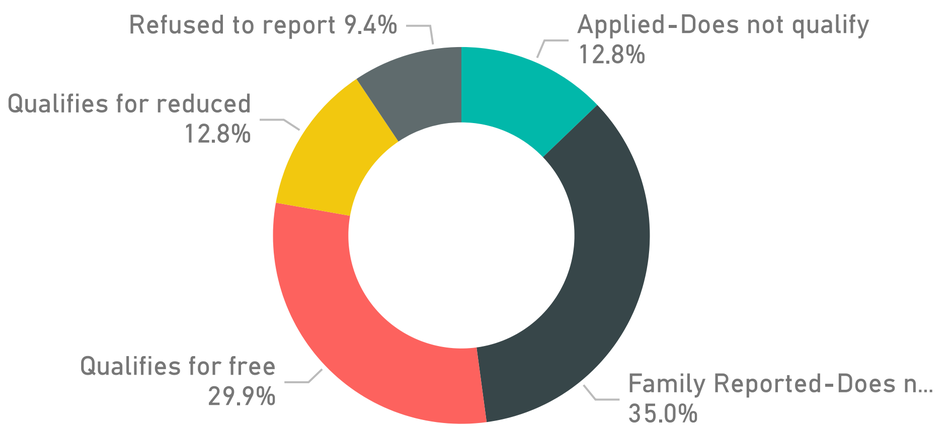


California Connections Academy Central Coast

December 31, 2022

FARM Eligibility

December 31, 2022

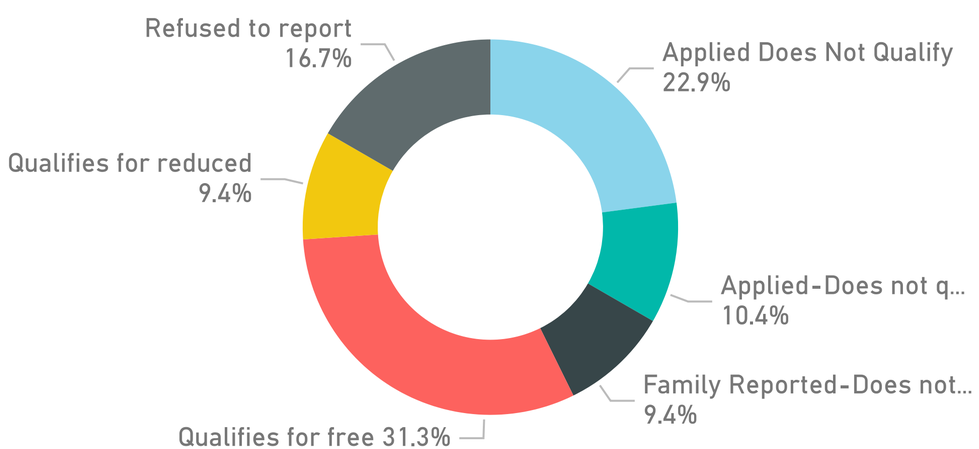


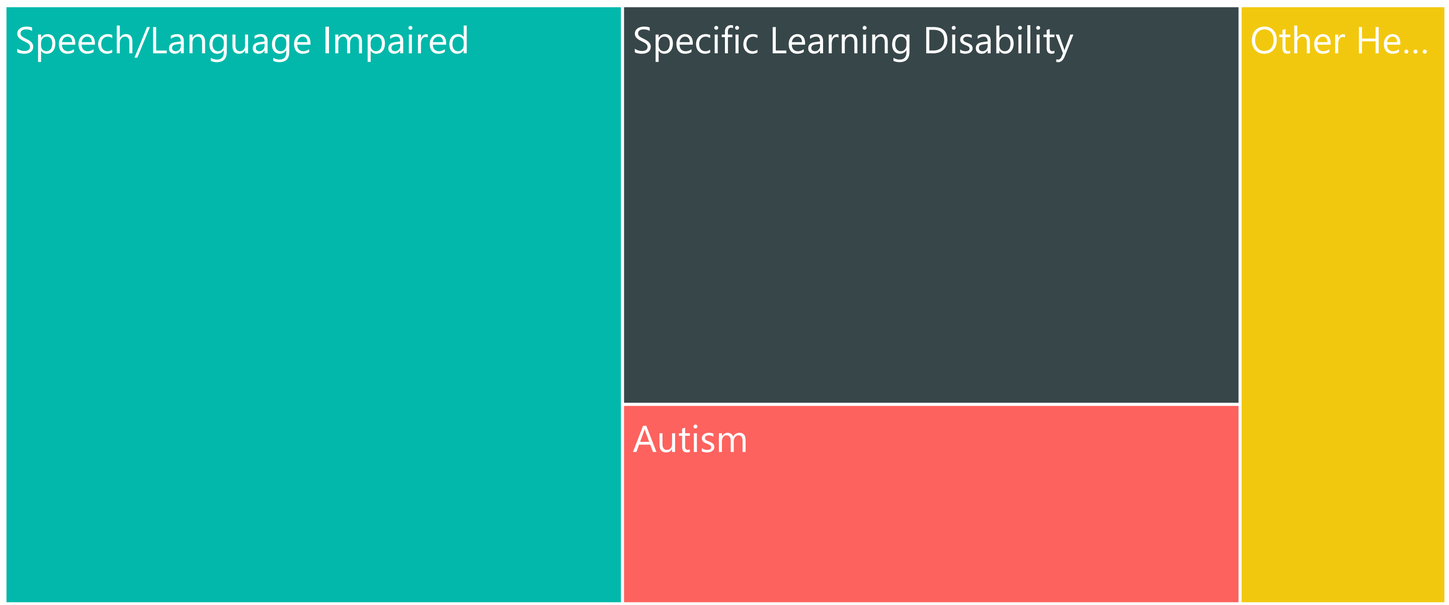
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	2	2	1	1
Emotionally Impaired	1	1		
Other Health Impaired		1	1	1
Specific Learning Disability	1	1	2	2
Speech/Language Impaired	2	2	3	3

FARM Eligibility

December 31, 2021

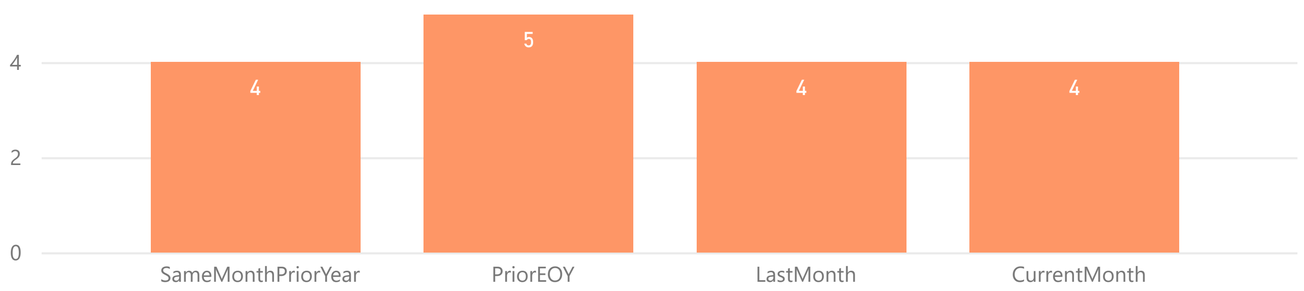




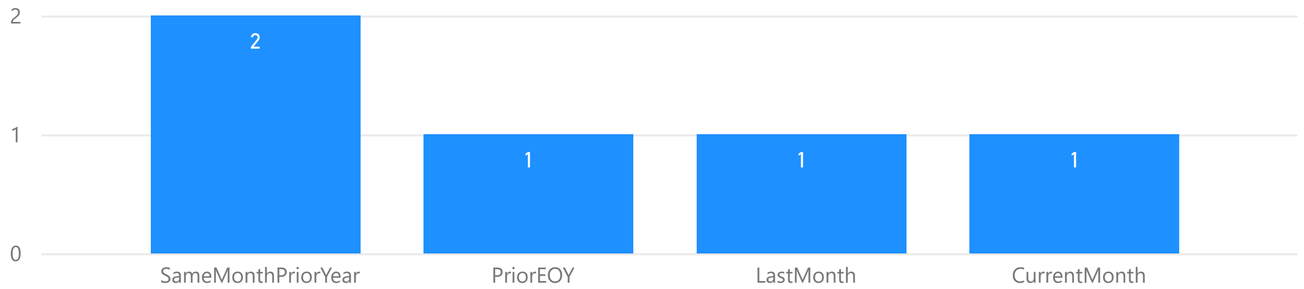
California Connections Academy Central Coast

December 31, 2022

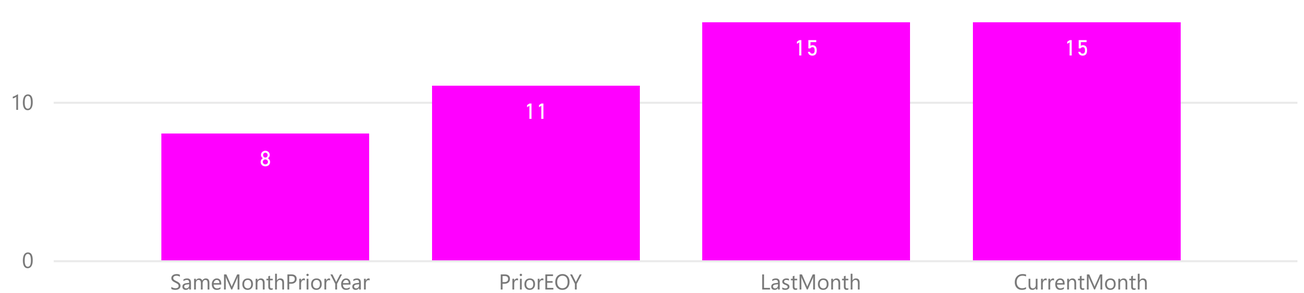
Gifted



Plan504



IEP



Currently Enrolled

117

Gifted

3%

Plan504

1%

IEP

13%

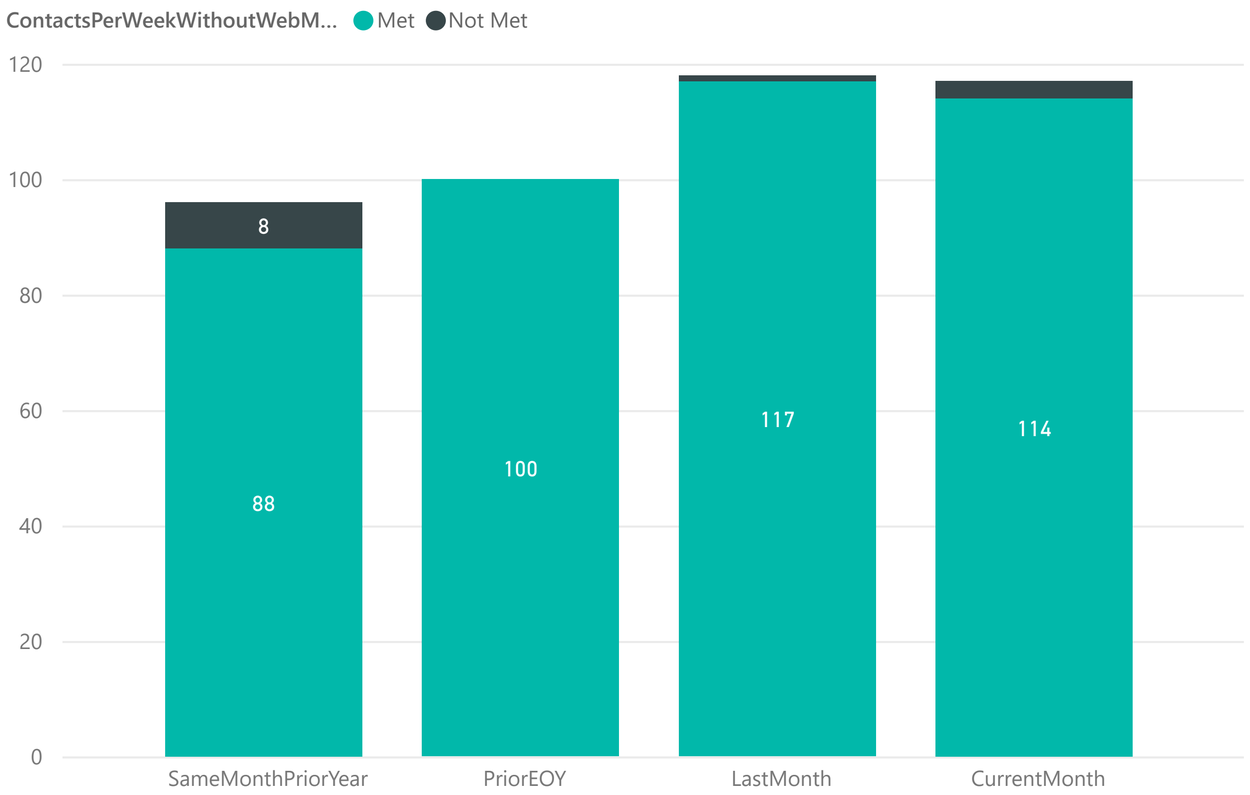
Not in Special Population

83%

California Connections Academy Central Coast

December 31, 2022

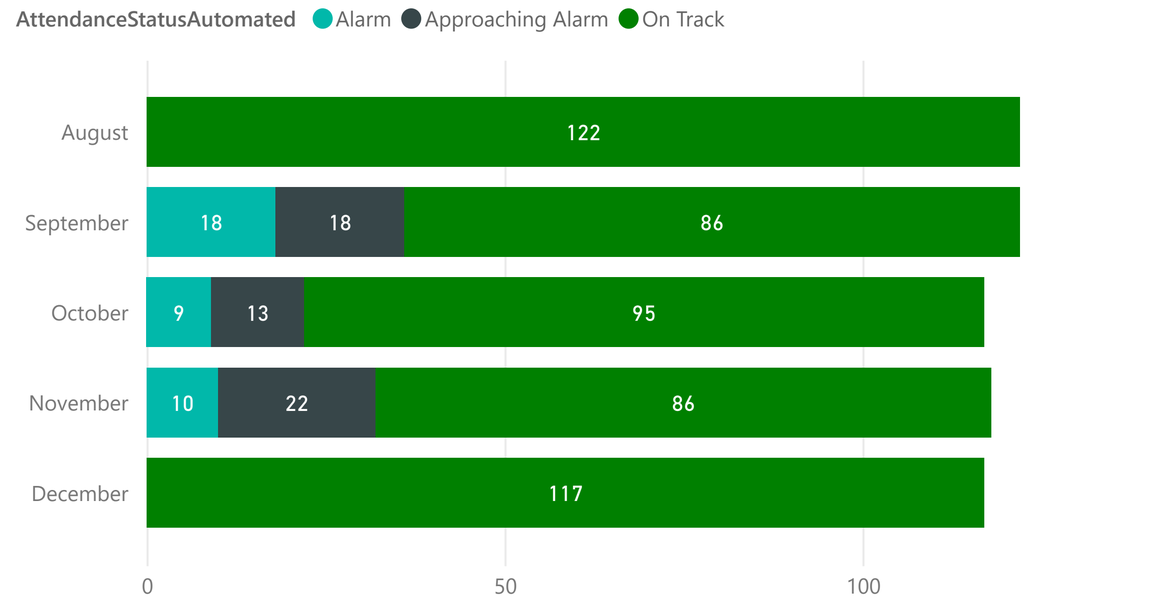
Contacts Per Week



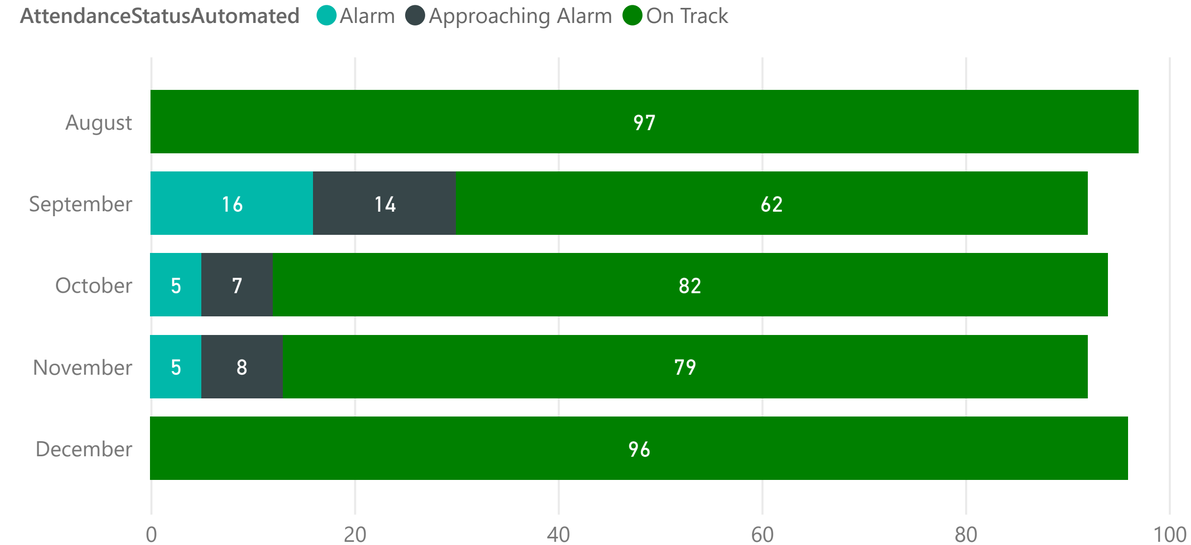
Currently Enrolled

117

School Year: 2022-2023



School Year: 2021-2022



California Connections Academy Central Coast

December 31, 2022

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	102%	94%	97%	101%
3-5	103%	93%	103%	100%
6-8	106%	89%	102%	105%
9-12	98%	97%	91%	95%
Total	**101%**	**94%**	**96%**	**99%**

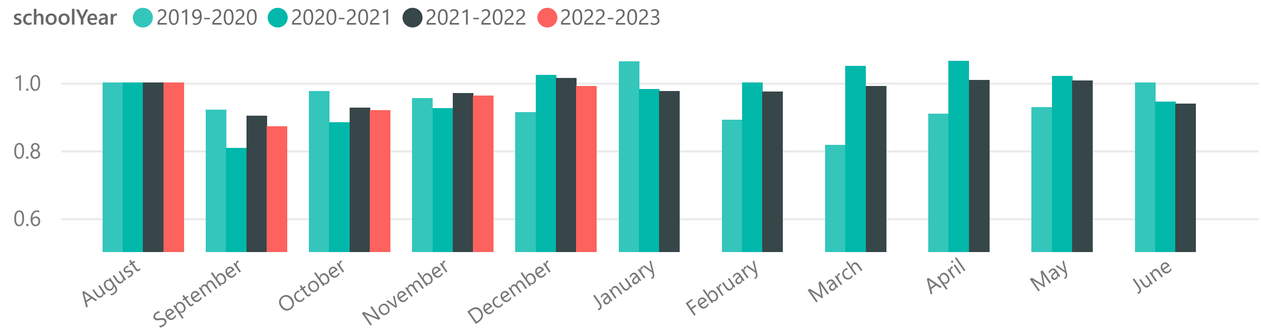
Average Performance

GradeDistribution	SameMonthPriorYear	LastMonth	CurrentMonth
PK-2	85%	86%	89%
3-5	87%	75%	74%
6-8	81%	75%	74%
9-12	78%	72%	72%
Total	**81%**	**76%**	**76%**

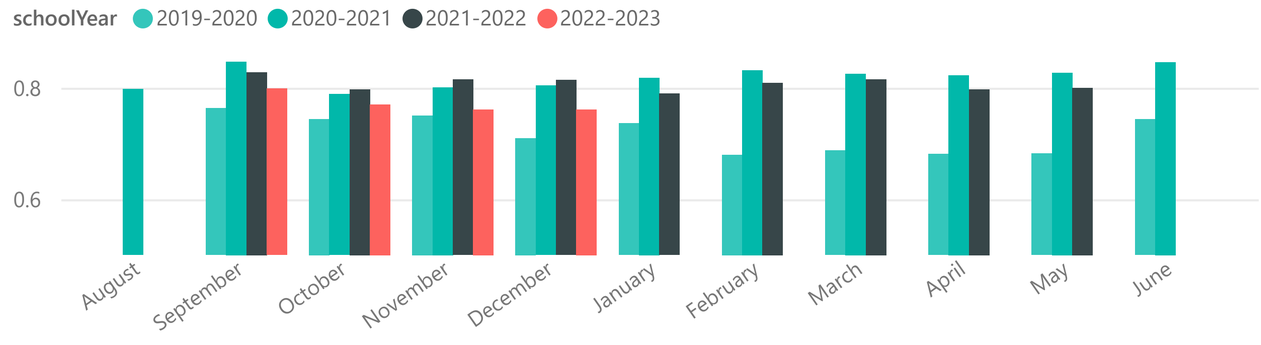
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	98%	98%	95%	97%
3-5	98%	94%	99%	99%
6-8	99%	97%	96%	98%
9-12	92%	94%	92%	91%
Total	**96%**	**96%**	**94%**	**95%**

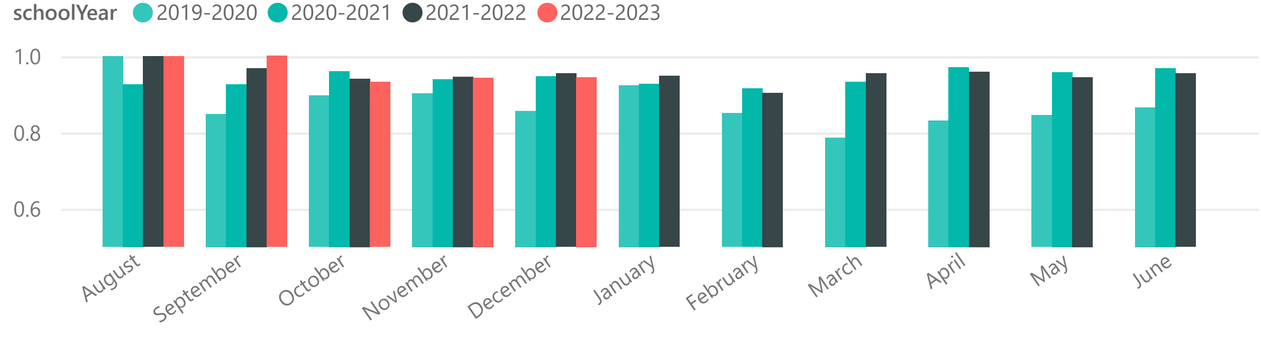
Average Total Participation



Average Total Performance



Average Total Attendance



Currently Enrolled	Total YTD Enrolled
117	137

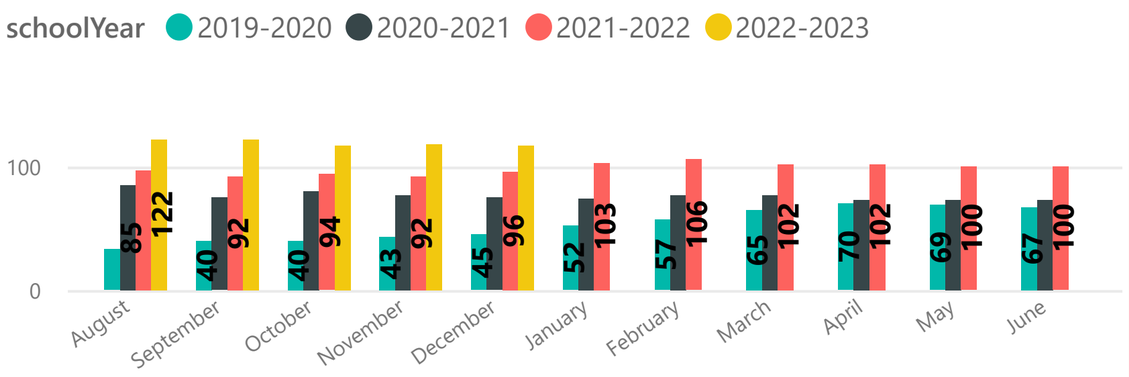
Enrollment Services Complete (Stage 4)
144

California Connections Academy Central Coast
December 31, 2022

Current Enrollment Month-Over-Month Change
-1%

Current Enrollment Year-Over-Year Change
22%

Monthly Student Current Enrollment Comparison



Total YTD Enrollment

ReportPeriod / Withdrawal Category	SameMonthPriorYear Student Count	SameMonthPriorYear %CT Student Count	CurrentMonth Student Count	CurrentMonth %CT Student Count
Enrolled, Not Grad	96	86%	117	85%
Prior To Engagement	7	6%	9	7%
Withdrawal During School Year	9	8%	11	8%
Total	**112**	**100%**	**137**	**100%**

New & Returning

ReportPeriod / New or Returning	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
New	54	56.25%	56	47.86%
Returning	42	43.75%	61	52.14%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
Active	74	94
WD During School Year	8	10
WD Prior To Engagement	6	8

Students Per Active Household

SameMonthPriorYear	CurrentMonth
1.30	1.24

Grade Distribution

ReportPeriod / GradeDistribution	SameMonthPriorYear Students	SameMonthPriorYear %CT Students	CurrentMonth Students	CurrentMonth %CT Students
PK-2	**17**	**18%**	**23**	**20%**
KG	4	4%	5	4%
1	8	8%	7	6%
2	5	5%	11	9%
3-5	**12**	**13%**	**12**	**10%**
3	2	2%	6	5%
4	5	5%	3	3%
5	5	5%	3	3%
6-8	**26**	**27%**	**28**	**24%**
6	5	5%	10	9%
7	10	10%	9	8%
8	11	11%	9	8%
9-12	**41**	**43%**	**54**	**46%**
9	12	13%	13	11%
10	10	10%	14	12%
11	9	9%	16	14%
12	10	10%	11	9%
Total	**96**	**100%**	**117**	**100%**

Withdrawal Reason

Withdrawal Reason	SameMont
Enrollment was intended to be short term and is no longer needed for my student.	
My student wants to return to a traditional school setting for other (non-socialization related) reasons.	
My student wants to return to a traditional school setting for socialization reasons.	
No reason provided	
The program/schedule is not flexible enough.	
We are moving.	
We have chosen to home school.	

California Connections Academy Central Coast
December 31, 2022

Gender

Gender	SameMonthPriorYear	CurrentMonth
F	58	60
M	38	56
X		1

Primary Language

Home Language	SameMonthPriorYear	CurrentMonth
English	90	107
Spanish	4	8
Russian	1	
Urdu		1
No Language Reported	1	1

Disability

Disability	SameMonthPriorYear	CurrentMonth
Autism	2	1
Emotionally Impaired	1	
Other Health Impaired		1
Specific Learning Disability	1	2
Speech/Language Impaired	2	3

Gifted

Gifted	SameMonthPriorYear	CurrentMonth
Yes	4	4

Plan 504

Plan504	SameMonthPriorYear	CurrentMonth
504	2	1

IEP

IEP	SameMonthPriorYear	CurrentMonth
IEP	8	15

Gifted	Plan504
3%	1%

IEP	Not in Special Population
13%	83%

Ethnicity

Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	41	49
Not Hispanic or Latino	54	67

Race

Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	14	23
Asian	5	12
Black/African American	13	11
Native Hawaiian or Other Pacific Islander		1
White	74	90

Household FARM Eligibility

HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied Does Not Qualify	22	
Applied-Does not qualify	10	14
Family Reported-Does not qualify	8	41
Qualifies for free	28	32
Qualifies for reduced	8	14
Refused to report	14	9

Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native		1
Asian	5	7
Black/African American	8	4
Hispanic or Latino	41	49
Multiple Races	3	8
White	39	48

Prior Schooling

Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	1	2
Home School	6	4
No Prior School	2	5
Online (Virtual) Public School	27	20
Private/Parochial School	5	3
Public School	40	30
Prior Schooling Not Reported	15	53

California Connections Academy Central Coast
December 31, 2022

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	88	114
Not Met	8	3

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	96	117

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	102%	101%
3-5	103%	100%
6-8	106%	105%
9-12	98%	95%
Total	**101%**	**99%**

Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	85%	89%
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Average Attendance

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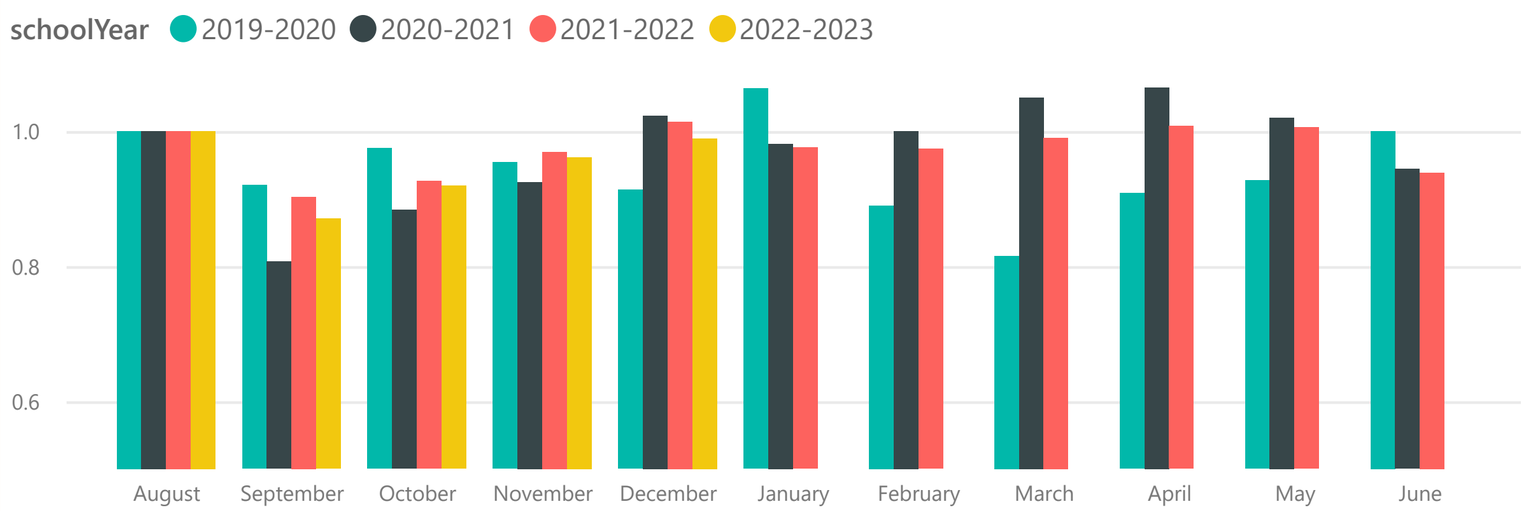
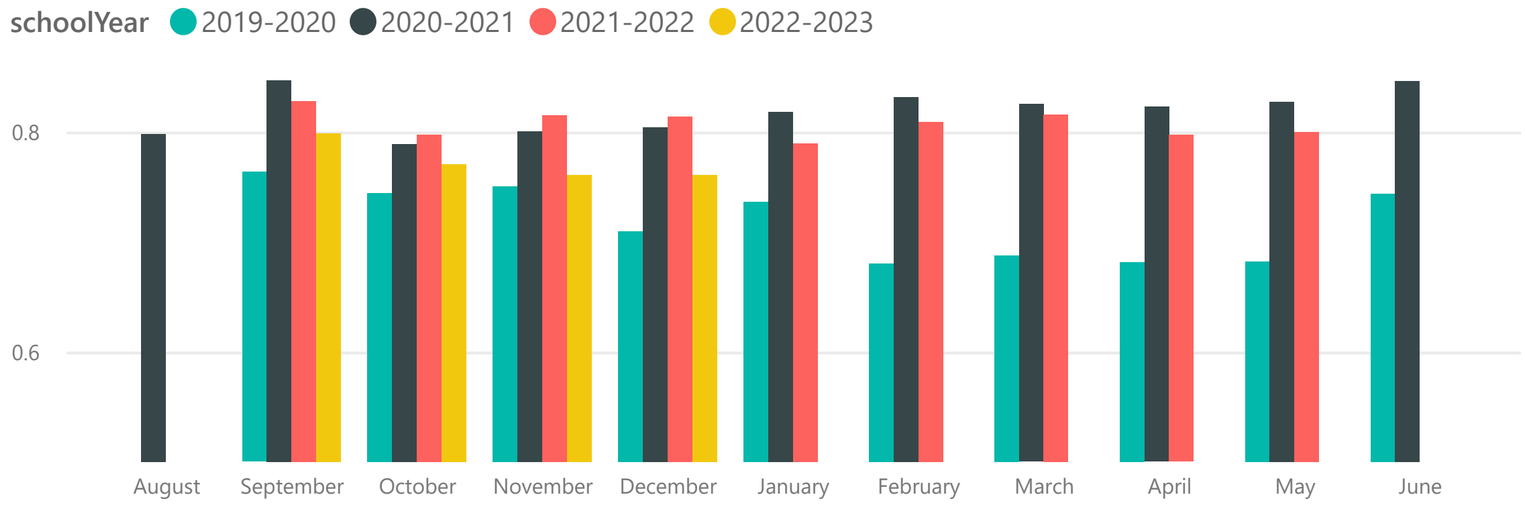
Total	**96%**	**95%**

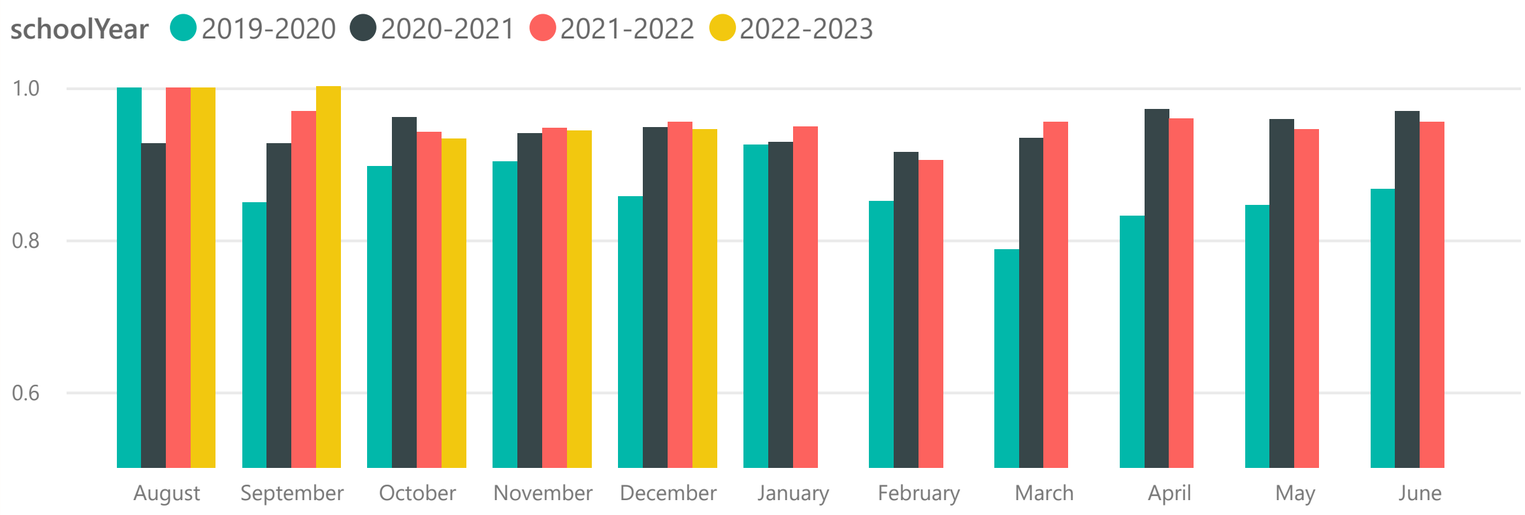
Average Total Participation



Average Total Performance



Average Total Attendance



Principals' Report
California Connections Academy Schools
2022-23

Month for Report: January
Enrollment Update

DATA as of January 11, 2023							
	SoCal	NorCal	Central Valley	North Bay	Central Coast	Monterey Bay	All CalCA
Enrolled	5197	1820	700	159	113	509	8498
Approved	19	8	1	1	3	2	34
Pre-Approved	435	149	131	24	20	53	812
Applicant	477	190	102	42	26	81	918

Field Trips

Total Attendance* for Recent Field Trips:
***Includes students, staff, adults, and non-CA students**

Recent Field Trips
Northern Region - *Monterey Bay, North Bay and Ripon*
N/A

Central Region - *Central and Central Coast*
N/A

Southern Region - *Southern California*
12/09/22: Fleet Science Center (54)
12/14/22: Aquarium of the Pacific (89)

Recent Virtual Field Trips
12/01/22: Dr. Pepper Museum: Liquid Laboratory (13)
12/09/22: Teen Tech Live (5)
12/12/22: Bald Eagle Exploration (6)
12/15/22: Reindeer on the Move (39)
01/05/23: Alaska Sea Life through Streamable Learning (15)
01/10/23: Mt. Washington Observatory: Winter Weather (6)

Upcoming Field Trips

Northern Region - *Monterey Bay, North Bay and Ripon*

03/2023: Ripon Mistlin Park
03/2023: Railtown 1897 State Historic Park
04/2023: State Capitol Tour (State Capitol Park)

Central Region - *Central and Central Coast*

02/10/23: UCSB Tour
02/2023: TBD
02/2023: TBD

Southern Region - *Southern California*

01/25/23: OC Zoo/Irvine Park
02/16/23: California Baptist University Tour
03/08/23: Top of the World Hike - Laguna
03/15/23: 2nd Grade Park Play Day - Irvine

Upcoming Virtual Field Trips

01/18/23: Museum of the Rockies: Digging Deep, Archeology of North America
01/31/23: Australian Environment Education: Fabulous Frogs
02/02/23: Celebrating Black Trailblazers
02/06/23: Snack, Snooze, Skedaddle - How Animals Get Ready for Winter
02/16/23: A Mammoth Mystery

CALIFORNIA CONNECTIONS ACADEMY

Outreach Update

Q1 Prospective Family Webinar Dates

Day	Date	Time
Tuesday	January 10	5:00 PM
Tuesday	January 24	5:00 PM
Thursday	February 16	5:00 PM
Tuesday	February 28	5:00 PM
Tuesday	March 7	5:00 PM
Thursday	March 23	6:00 PM

School Social Media: School staff contributed significant content for December, including teacher videos about winter themed activities to do over break, field trips, department professional development and focuses for the new year

SITE REPORTS

Northern Region:

Kara Mannix, High School Principal

Site Administrator for Monterey Bay, North Bay, and Northern California

We are back from break and making the big push to help students successfully finish up the fall semester! These last few weeks go by in the blink of an eye and staff are working diligently to communicate with every family and set them up for success. We are also excited for the mid-year festival where we will be meeting up in Sacramento with our Northern families to go bowling. Our events teams are hard at work ensuring the details are all in place, and we can't wait to spend time with our families!

CALIFORNIA CONNECTIONS ACADEMY

Central Region:

Marcus White, Elementary Principal

Site Administrator for Central and Central Coast

Happy New Year,

Elementary is excited to be back from our Winter Break. We are counting down the days until the end of our first semester. Our teachers are working diligently to support students and families as they work to get in all of their assignments. Additionally, we are excited about our upcoming mid-year festivals! It is a great time to connect with our students and families.

Southern Region:

Heather Tamayo, Middle School Principal

Site Administrator of Southern California

Welcome to a very promising 2023. The middle school team is working hard to help students cross this semester's finish line. This includes our teachers providing clear plans that outline what students still need to complete with explicit instructions on how to do so. They are supplying opportunities to complete major projects that have not yet been turned in, for less points, but giving a chance to avoid the impact of a zero on one's grade. There are also resource videos detailing how to finish the semester strong and much more to ensure the success of our students. As always, our goal is that our students finish the semester having learned all of the major concepts, with strong grades. Additionally, our team continues to strive to offer a multitude of socialization opportunities for our students. This year we have focused on growing our in-person activities throughout the state, and making sure that our students outside of Southern California have opportunities to get together. Historically, this has proven challenging, yet we now have the staff in place geographically to support this. The future is bright, and we continue to be grateful for the work that we get to do!

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

Governed by California Online Public Schools

FINANCIAL REPORT

Submitted for December, 2022

TO: Board of Directors

FROM: LaChelle Carter, Director of Finance

RE: Written Financial Report for CalCA Schools

DATE: January 20, 2023

BACKGROUND

This written update will be prepared for each board meeting in order to facilitate the flow of the board meeting by reducing the need for verbal reports. Board members are expected to review the written report which is part of their board packet. Questions or comments about anything in the report, or other related matters, are welcomed during the board meeting. In addition, board members can reach out with questions prior to the board meeting if needed.

If additional information comes up between the time the written report is submitted and the board meeting date, it will be provided verbally. This report will include information for all CalCA schools, and board members are reminded that they now have fiduciary responsibility for all schools the corporation operates.

FINANCIAL ITEMS:

Monthly Financial Reports:

Previously, financials were reported through October 2022. The financial reports for November and December are included in this board package and bring the board up-to-date on the fiscal status of California Online Public Schools (CalOPS) and its charter schools through December for the 2022-23 school.

Consolidated Financial Report:

The consolidated financial report shows the overall fiscal picture for the California Online Public Schools (CalOPS) Corporation. This corporation encompasses California Connections Academy: Southern

California, Central, Northern California, North Bay, Central Coast and Monterey Bay. This report has been reviewed and summarized below.

Revenue-California Online Public Schools are eligible for local, state and federal funding with the exception of Central Coast and Monterey Bay who were not eligible for federal funding under a "schoolwide basis", based on the fact that the number of students enrolled that met the FREE or REDUCED lunch income requirements was still lower than 40% during the 2021-22 school year. *Based on the Fall 1 Census Data which accounts for: Enrollment counts, English language acquisition status, Immigrant Counts, Free/reduced-price meal-eligibility, and Special Education both Central Coast and Monterey Bay now exceed the 40% marker for free and reduced lunch. We will be looking into applying for Federal funding for both schools for the 2023-24 school year.*

As for most charter schools, our largest source of revenue is the Local Control Funding Formula (LCFF), which are unrestricted funds received through three channels, with the three elements known as the Principal Apportionment/State Aid, In-lieu of Property Taxes and Education Protection Account.

Our current federal funding includes:

- *ERMHS*- Funds apportioned to special education based primarily on a reimbursement model, with a cap per student. The purpose of these funds are to provide educational mental-health related services for students with or without an individualized education program(IEP), including out-of-home residential services for emotionally disturbed pupils. Some of these funds are state and some are federal. For the 2022-23 school year, the SELPA has moved to a new model which will simplify the way these funds are handled. These funds are now being paid based on the schools' ADA on a monthly basis and no longer require additional reporting to receive funds.
- *Title I*- Revenue is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency.
- *Title II*- Money to help increase the academic achievement of all students by funding programs that improve teacher and principal quality through professional development and other activities, and providing low-income and minority students greater access to effective teachers, principals, and other school leaders.
- *Title IV*- Designed to fund efforts that improve students' academic achievement through the operation of well-rounded educational programs, improvement of school conditions, health and safety initiatives, and improvement of technology and digital literacy.
- *IDEA*- Federal funding allocated for special education and related services. Based on special education enrollment totals along with enrollment and low income students considered in poverty counts.
- *ESSER III-* Funding for schools to help with expenses and the financial implications of COVID-19, particularly expanded learning opportunities, learning support tools and resources, and staff training. Expires in September 2024. *These funds are starting to be used this year. Some of the areas this revenue will be allocated to are staffing to address concerns related to COVID-19, COVID-19 testing and prevention supplies.*

Our current state funding includes:

- *LCFF State Aid*-monthly payments made to schools based on grade span counts and special populations such as English Language Learners, free and reduced lunch, foster and homeless counts. This is a large part of the school's revenue and consistent cash flow.
- *LCFF Education Protection Account*- funding provided to schools for general purpose state aid. These funds must be spent on instructional rather than administrative costs.
- *Mandate Block Grant Reimbursement*- restricted funding based on a formula using average daily attendance and designed to offset costs that schools spend on state mandated programs such as state testing.
- *Educator Effectiveness Block Grant*- One time funding to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. These funds will be expended in accordance with the adopted plan over several years.

Our current local funding includes:

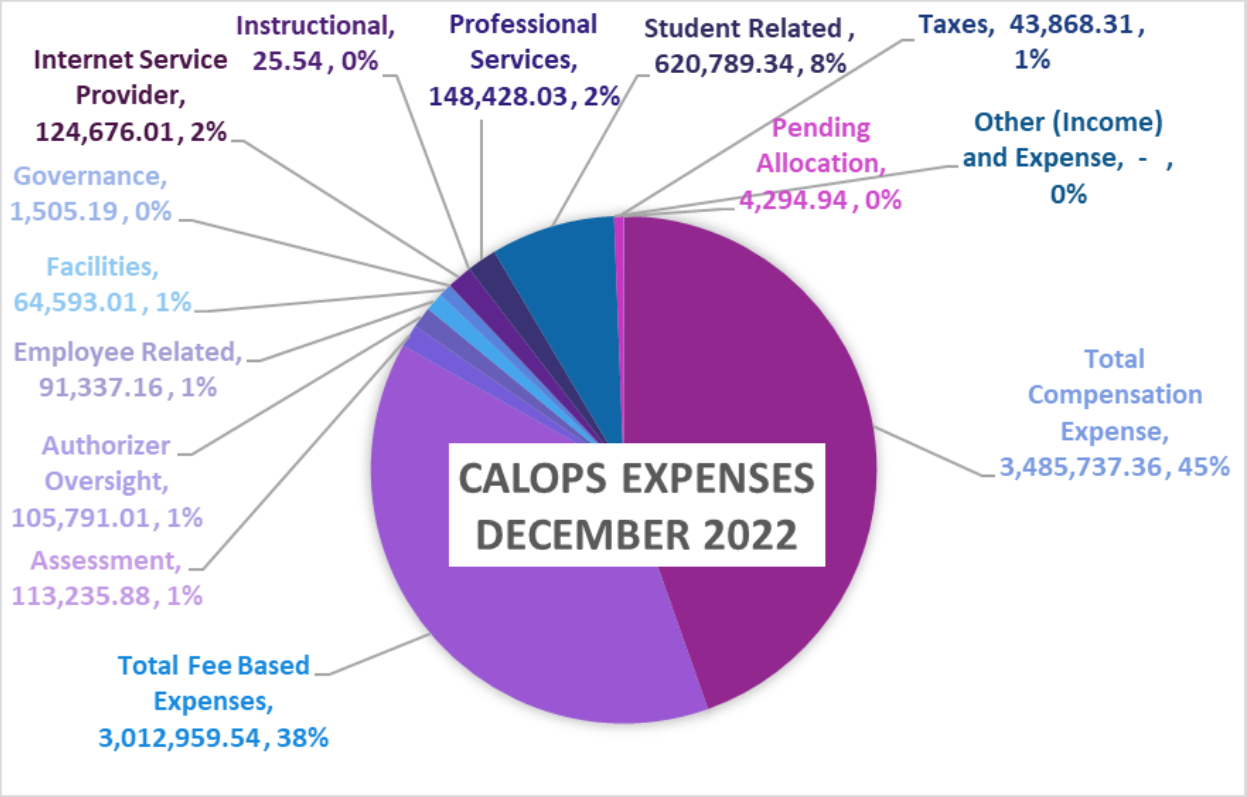
- *LCFF Property Tax*- The portion of taxes collected by the authorizing school district that must be transferred to the charter school serving that geographic location for the students that reside in that geographic location.
- *Lottery*- Quarterly payments, based on prior year average daily attendance. Funding is divided into restricted and unrestricted funds and must always be used exclusively for the education of students and can include instructional materials.
- *E-RATE*- Funding to assist with affordable high speed internet access and telecommunication services.

In the month of December the schools received $6,859,789 in revenue, a decrease from the $9,079,976 received in November. Of the anticipated $108,484,078 expected for the year, 35% has been received. Please note yearly allocations can change throughout the year based on recalculations of enrollment and adjustments from the funding source.

***Expenses*-** Expenditures for December totaled $7,817,241 after being up from $10,582,086 in November which puts our year to date spending at 44% of what is budgeted. Since the last board meeting, purchases have been made in preparation for our transition that has hit the Professional Services line of the budget. Although it is not the biggest expense, we do anticipate more expenditures to this line in the coming months. We also will be exploring other expenditures to support instructional needs and state spending requirements. Based on the economical conditions set by the California Department of Education, the education code to limit the school reserves is still in place and will also be a point of discussion in the coming months and likely prompt spending, particularly in areas of technology and operational programs to improve the quality of staff and student learning interactions as well as business performance tools.

Leadership continues to promote professional development internally and externally. Although it is not needed currently, this being our biggest expenses will likely need to have more funding allocated to it in the spring. All schools have spent between 75%-85% of their individual professional development budgets.

Below is a chart illustrating the usage of funds in December.



Balance Sheet: The cash balance in all of our accounts at the December close was approximately $32,091.737. Since then the schools have initiated payments to each other and to Pearson Virtual Schools (PVS) for outstanding invoices outlined below. All transactions will appear in the next financial reports. All schools still have a strong cash flow and will be scheduling the next round of payments once the November and December invoices have been board approved.

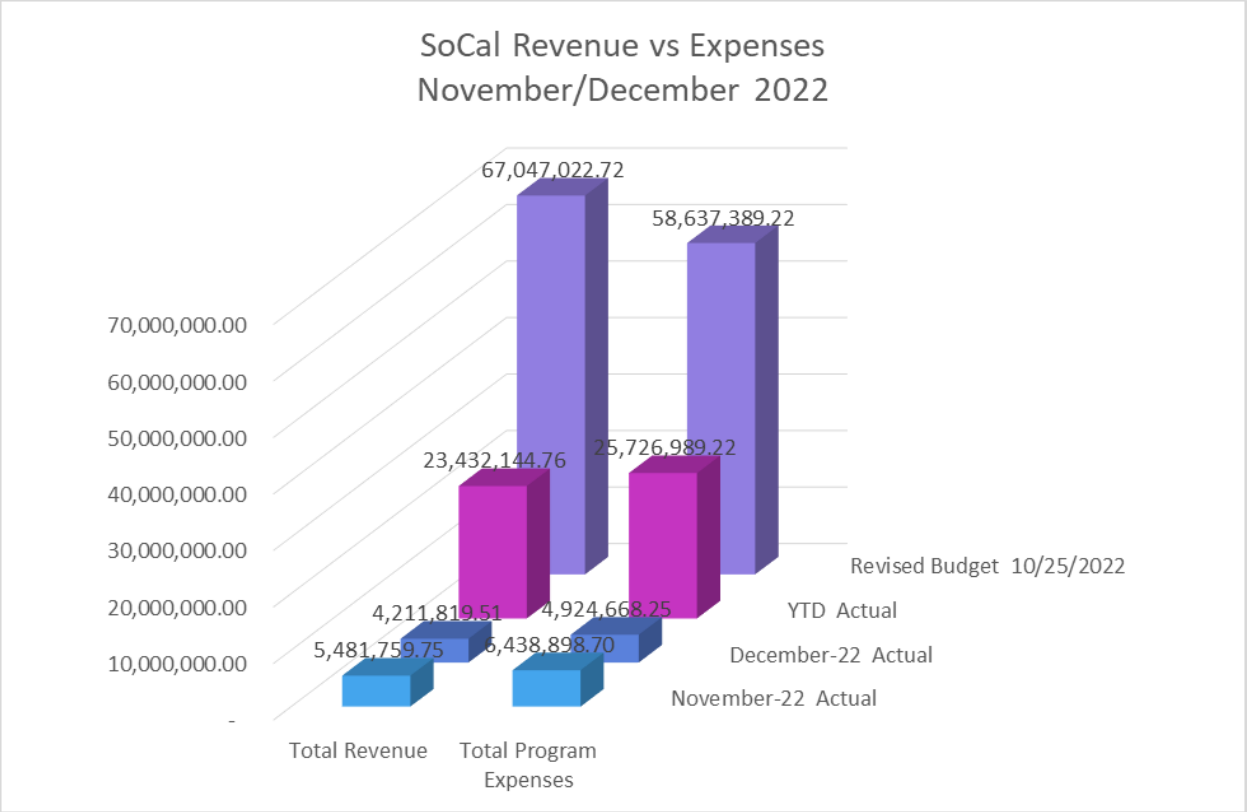
Payment Summary

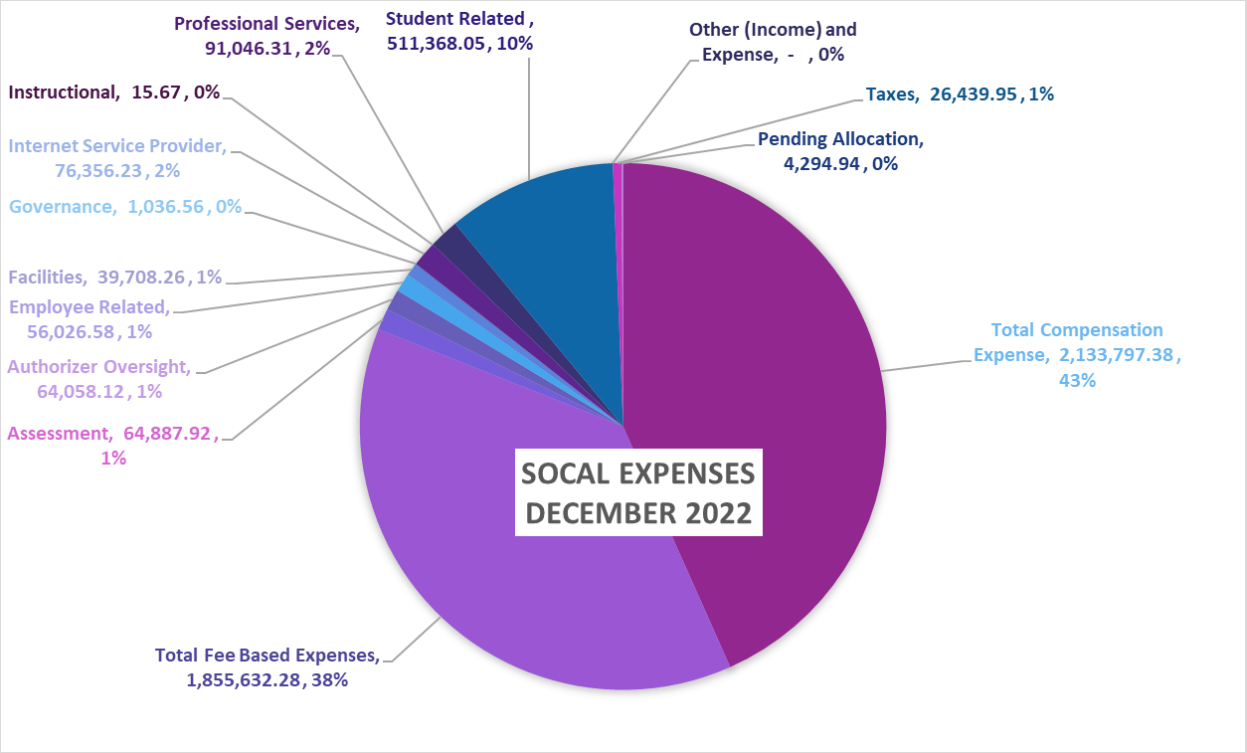
- SoCal PVS October Invoice $2,926,749.78
- Central Valley PVS Oct Invoice, $218,566.53
- Central Valley Oct SoCal Due To, $17,642.38
- Central Valley Oct Due to SoCal for Payroll, $274,722.27
- NorCal PVS Oct Invoice, $540,886.69
- NorCal Oct SoCal Due To, $44,108.61
- NorCal Oct Central Valley Due To, $601.46
- NorCal Oct Due to SoCal for Payroll, $728,888.99

- Monterey Bay PVS Oct Inv 11929, $63,380.98
- Monterey Bay Oct NorCal Due To, $84.61
- Monterey Bay Oct SoCal Due To, $14345.69

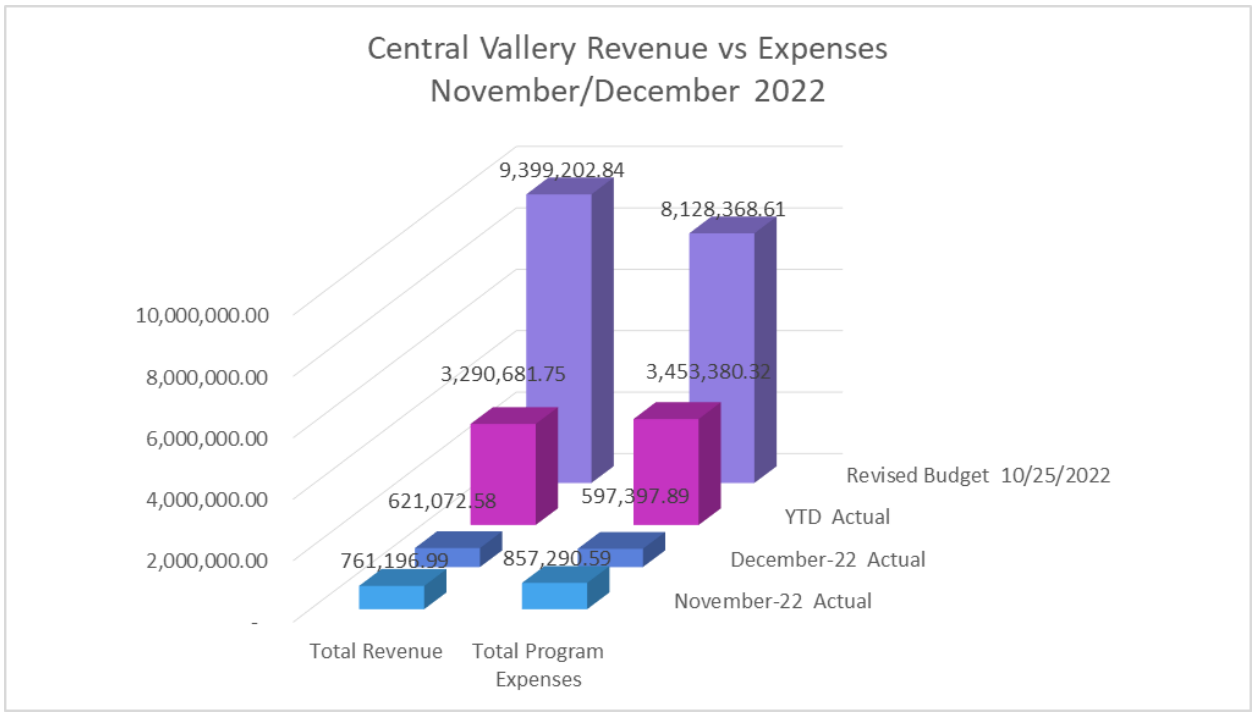
Schools' Summary:

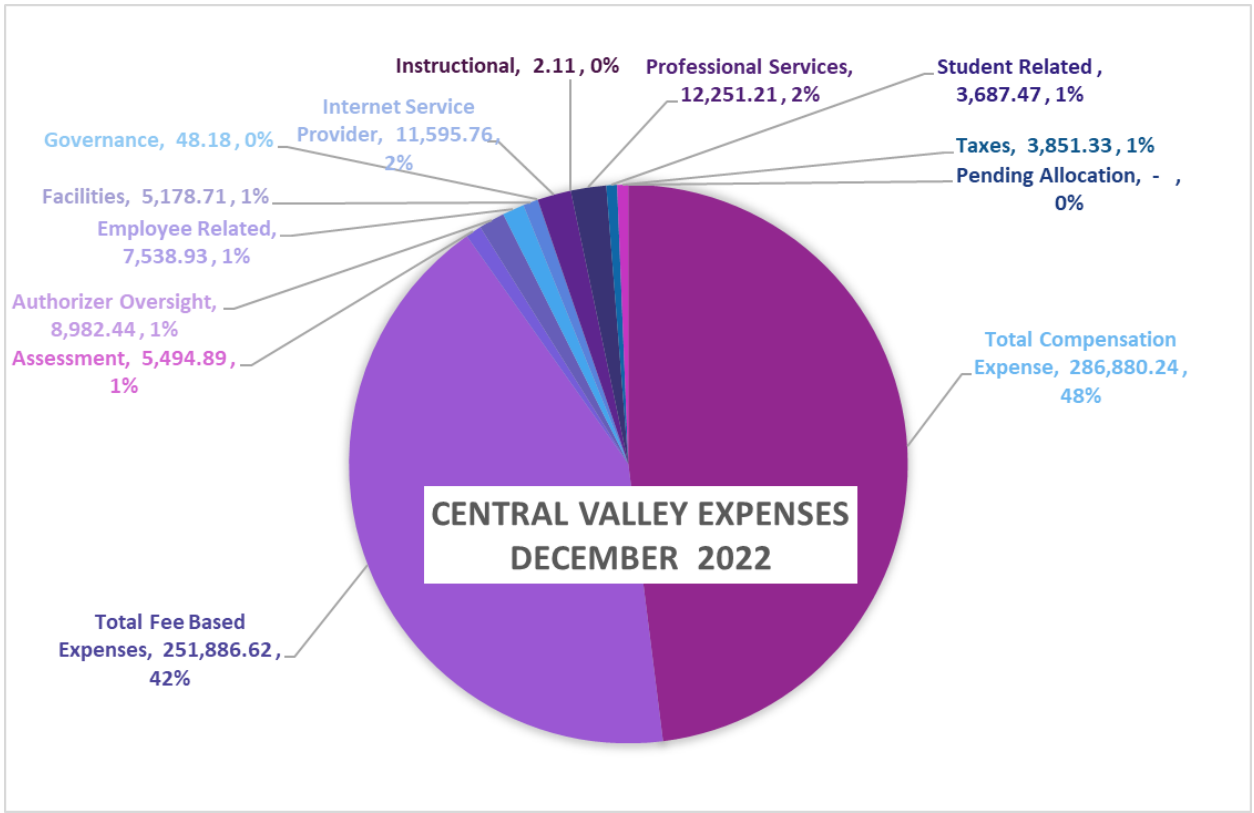
SoCal- In December, SoCal received local and state funding that included LCFF State Aid, LCFF EPA, LCFF Property Tax, Lottery, Mandated Cost Grant, SpED State and SPED ERMHS. No Title funds were received. As it relates to expenses, professional development is high at 83% of the budget. Other areas that are high include Dues - Schools, which we will be working on throughout the year to determine direct cost impacting this line in order to better estimate the needed amount for the future. Other School Contracted Services, is also high due to the recent purchases made in preparation for the planned transition. Overall, SoCal has received 35% of their 22-23 revenue and has expenses that equal 39% of what is budgeted.



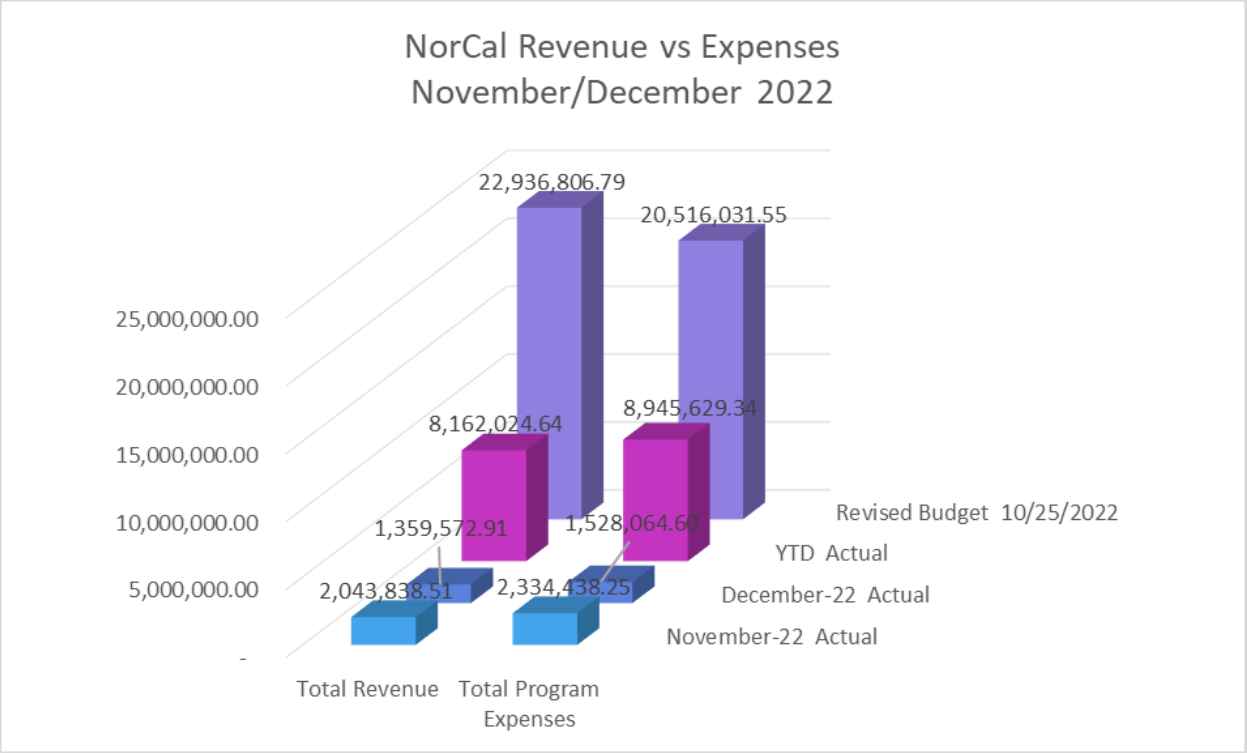


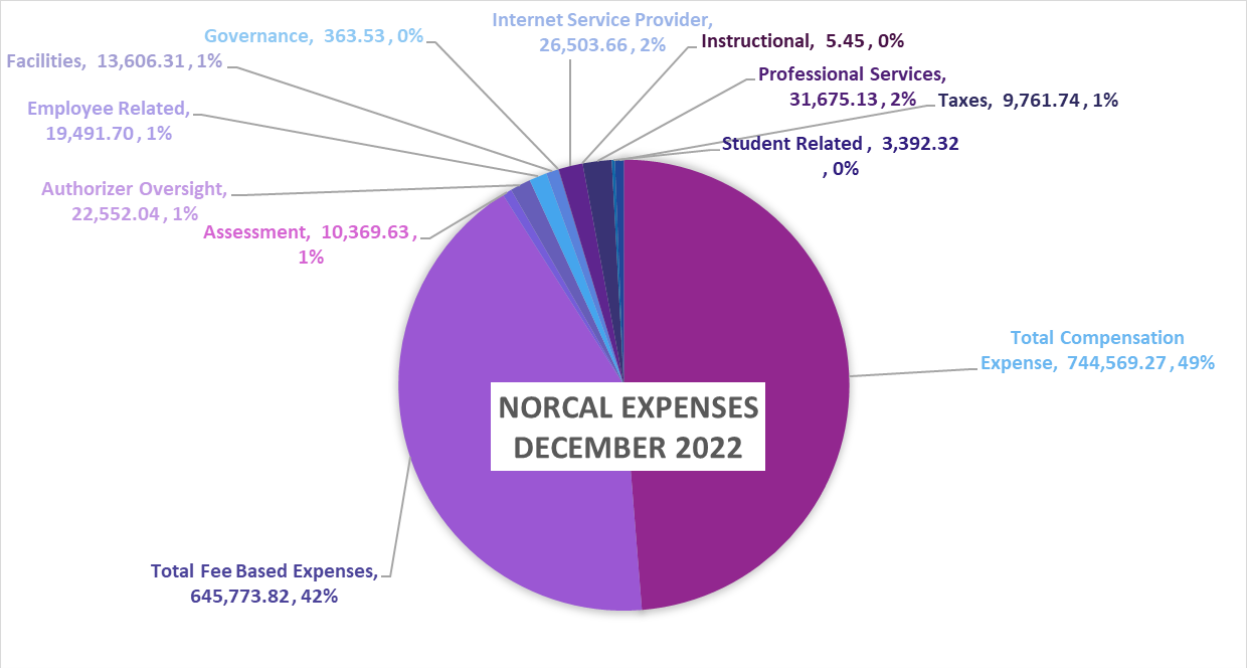
Central Valley- The revenue received by this school in December included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, LCFF Property Tax , and SpED State. No Title funding was received. In all, the school has received 35% of their revenue for the year and has expenses 32% of their budget. Areas of higher expenses include: Student Activities, Other School Contracted Services, Office Supplies, Student Technology and Staff Training/Prof. Development. Although some of these areas exceed the budgeted amount, overall school spending is significantly lower than budgeted. We will continue to monitor these areas and will consider a budget revision if overall spending calls for it in the spring.


Central Vallery Revenue vs Expenses
November/December 2022
9,399,202.84
8,128,368.61
10,000,000.00
8,000,000.00
6,000,000.00
4,000,000.00
2,000,000.00
-
3,290,681.75
3,453,380.32
621,072.58
597,397.89
761,196.99
857,290.59
Revised Budget 10/25/2022
YTD Actual
December-22 Actual
November-22 Actual
Total Revenue
Total Program Expenses

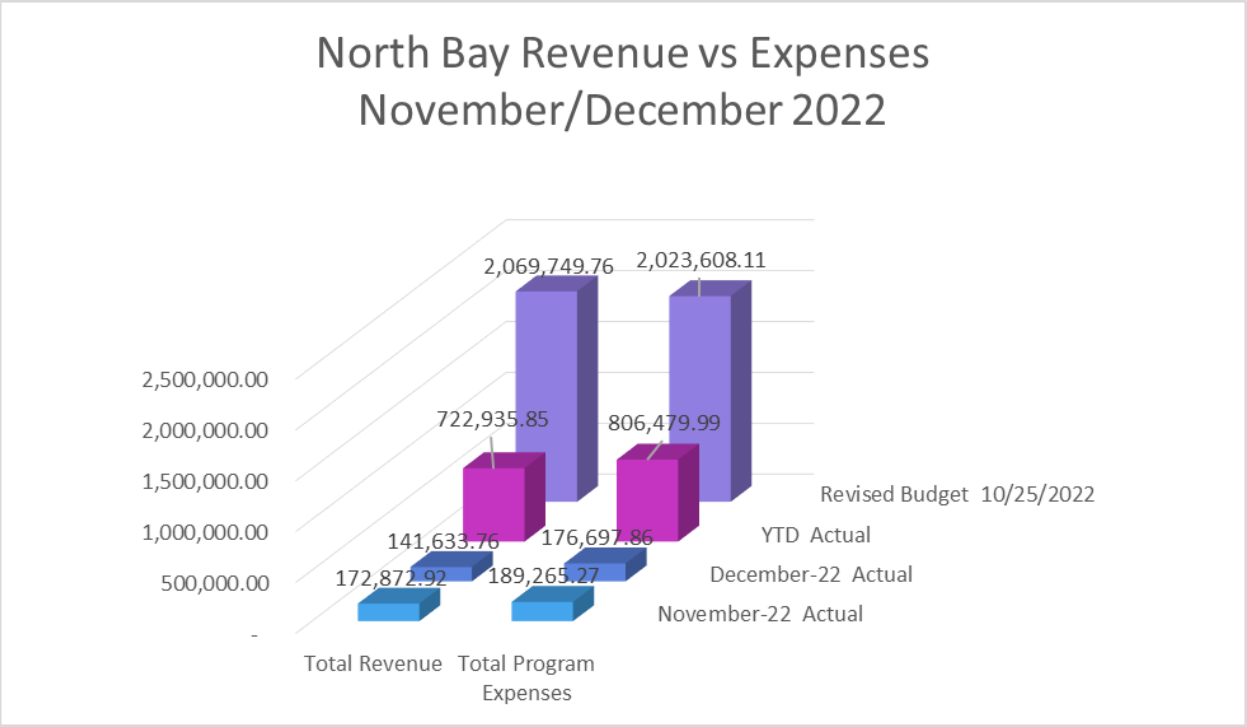

Instructional, 2.11, 0%
Professional Services, 12,251.21, 2%
Student Related, 3,687.47, 1%
Internet Service Provider, 11,595.76, 2%
Governance, 48.18, 0%
Taxes, 3,851.33, 1%
Pending Allocation, - , 0%
Facilities, 5,178.71, 1%
Employee Related, 7,538.93, 1%
Authorizer Oversight, 8,982.44, 1%
Assessment, 5,494.89, 1%
Total Compensation Expense, 286,880.24, 48%
CENTRAL VALLEY EXPENSES
DECEMBER 2022
Total Fee Based Expenses, 251,886.62, 42%

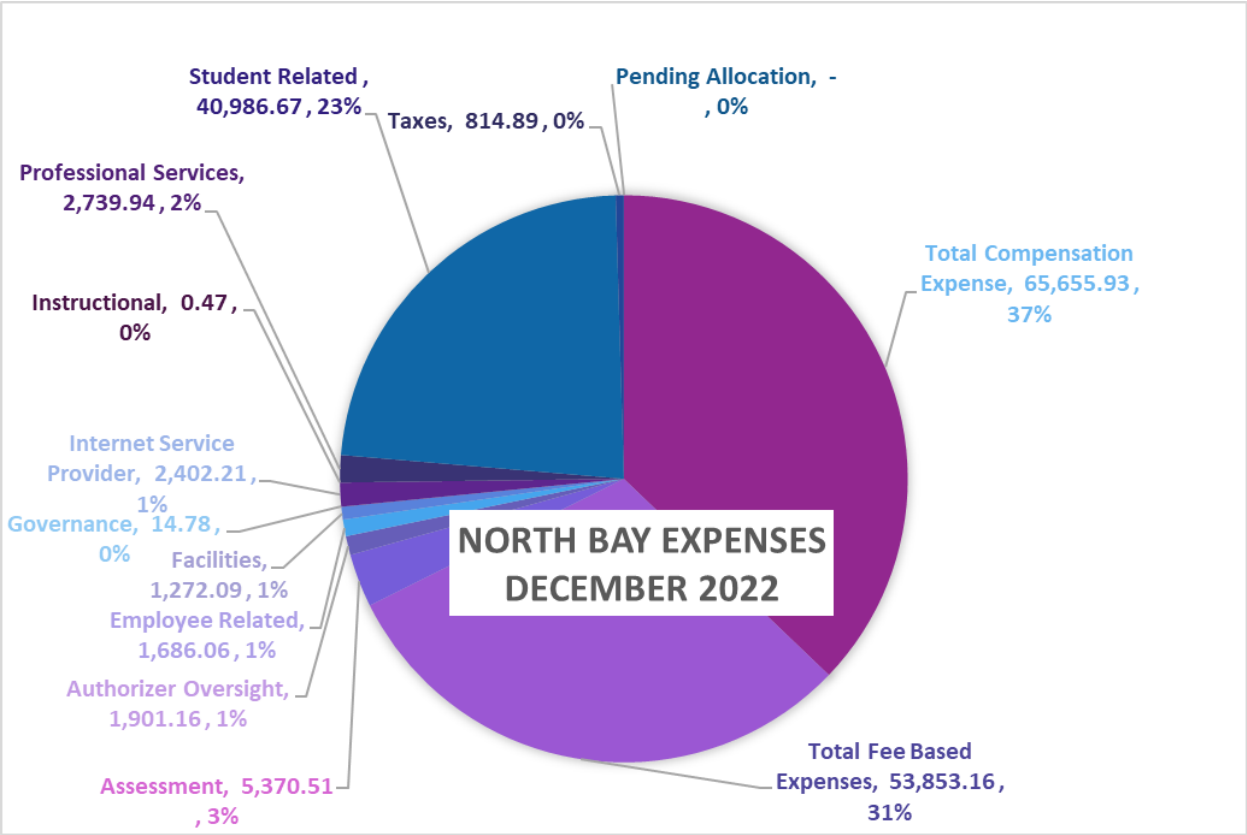
NorCal- The revenue received by this school in September included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, and SpED State. No Title funds were received however ESSER funds were received in November. NorCal has received 36% of its projected revenue and has expenses recorded for 44% of its budget. This school's high spending areas at this point in the year include Professional Development, Office Supplies, Other School Contracted Services, Student Activities, and Other School Expenses. Like Central Valley, the overall budget is not impacted by the high spending in these areas. We will continue to monitor to determine if a budget revision will be needed in the spring.



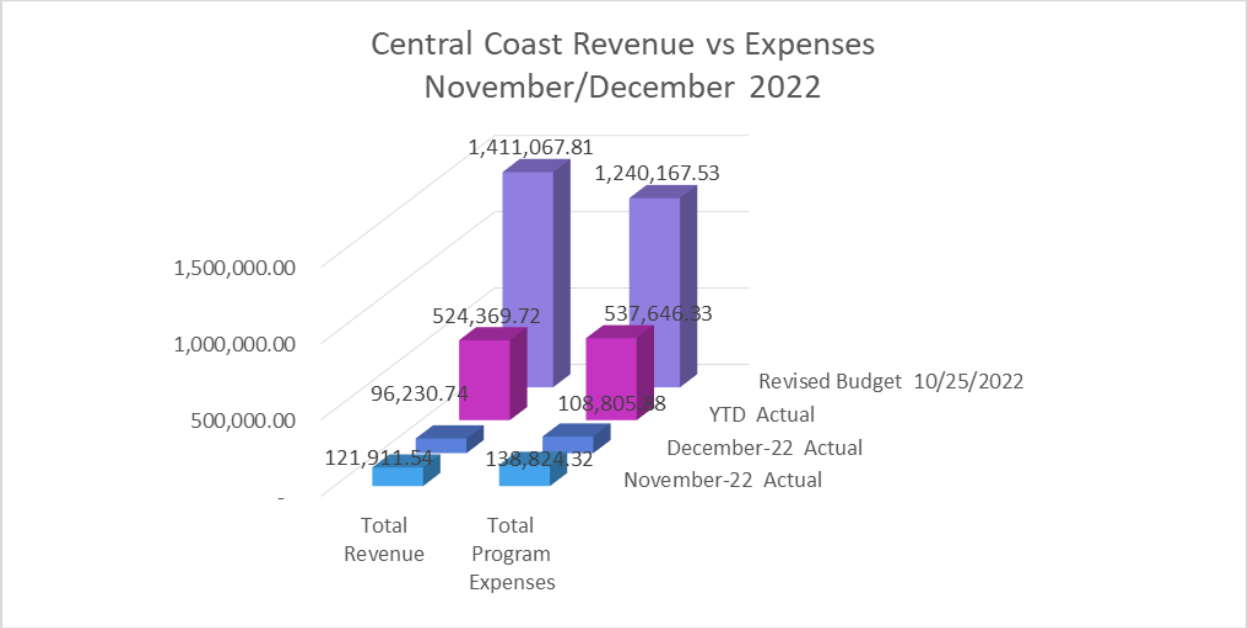


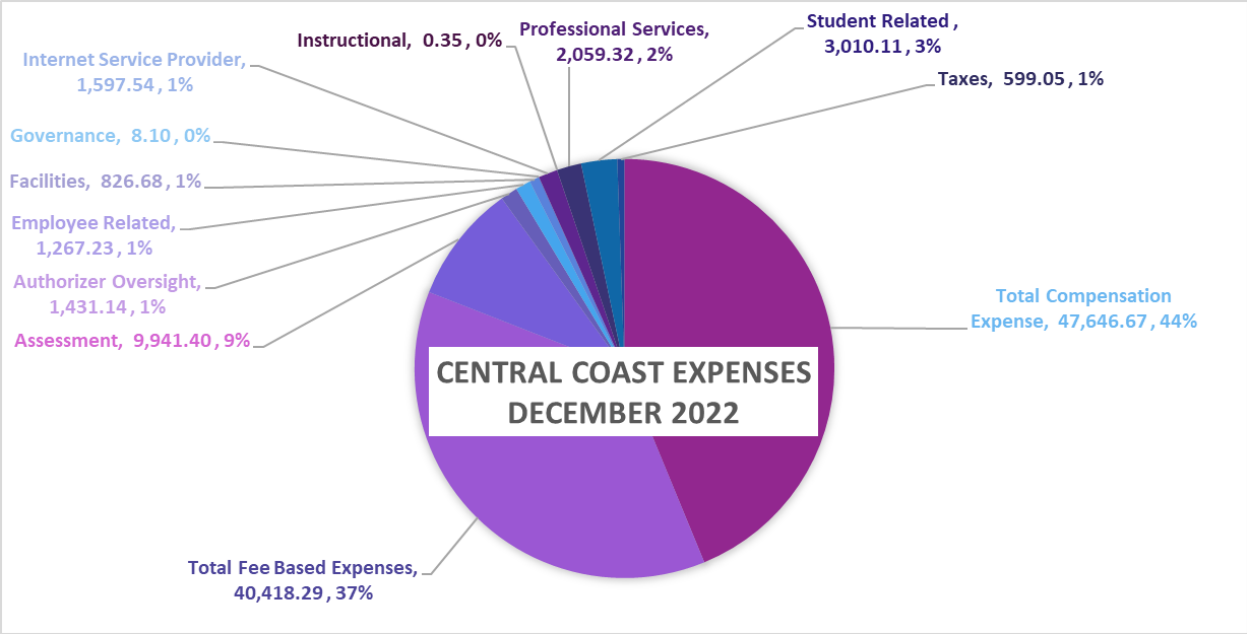
North Bay-The revenue received by this school in September included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, ESSER , and SpED State however no Title funding was received. High spending for this school include: Professional Development, Office Supplies, and Other School Contracted Services. Monterey Bay's current year expenses are around 36% and the revenue received is 35% of the projected amount for the school year.



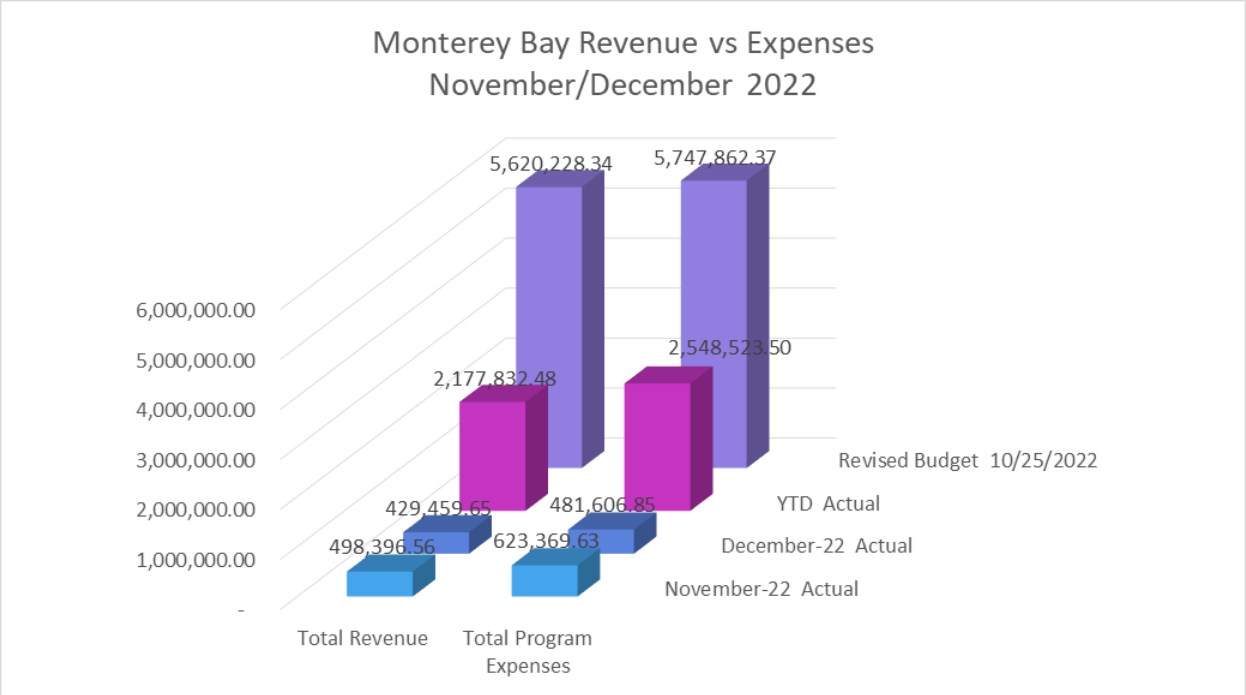


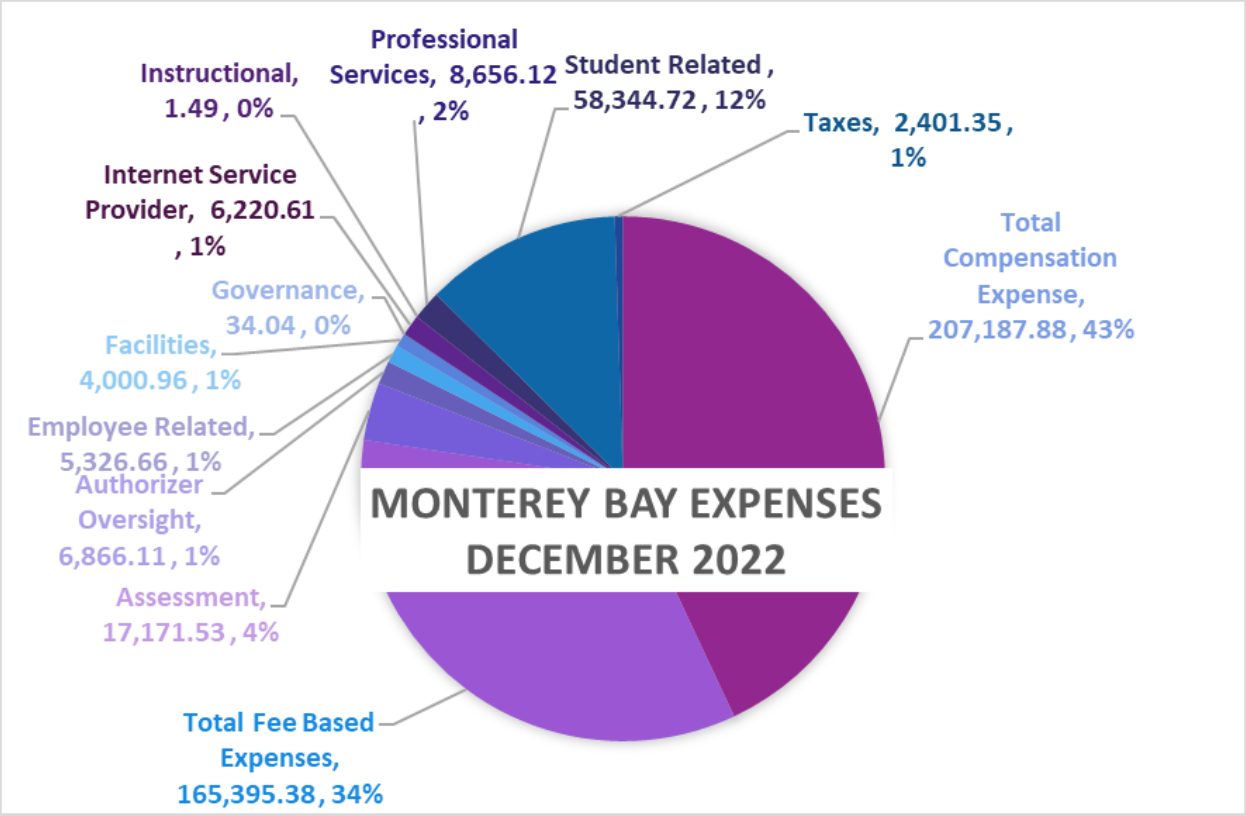
Central Coast-The revenue received by this school in November and December included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, and SpED State and SPED Mental Health. The school has received approximately 37% of their projected revenue. Their expenses are about 32% of budgeted for the year. A request was sent to the authorizing county office on since the last board meeting to request $500,000 of the $562,097 available in our treasure account managed by them and is expected to be received and recorded in the January close documents. This money will be used to settle Dues To's between PVS, the schools and other operational expenses. The high spending areas for Central Coast are: Professional Development, Student Testing & Assessment Facilities & Services, Office Supplies, and Other School Contracted Services.





Monterey Bay- The revenue received by this school in September included: LCFF State Aid, LCFF EPA, Lottery, Mandate Cost Grant, and SpED State however no title funds were recorded. For the year they have received 39% of their revenue and have expenditures that total 48% of their budget. Like Central Coast the high spending areas are: Professional Development, Student Testing & Assessment Facilities & Services, Office Supplies, and Other School Contracted Services.





Financial Reports:

Special Education:

The following SELPA reports were submitted in December and January. There are still system and technical issues and as a result, reports were submitted in a variety of ways, with some being put on hold until the Fiscal Portal is open:

- 12/16 – Prior Year Audits
- 1/18 – Expenditure Reports (Mid-Year/Fed #1, Lvl 3 NPS/RTC)
- 1/23 – ADA/Enrollment Report #2

Federal Cash Management Data Collection Report:

Local Educational Agencies (LEAs) participating in the ESSA formula grant programs (Title funding) must submit cash balance data through the CMDC web application by December 31, 2022, as well as meet other applicable program eligibility requirements and federal cash management thresholds, to receive an apportionment of funds in the next scheduled payment. In sum, we must report the total amount of Title funds received minus the expenditures charged against their revenue line items. These calculations were completed and all reports were submitted on time. These reports are submitted before their Jan 31, 2023 deadline.

Interim LCFF 2nd Data Collection:

San Joaquin County Office of Education that oversees Ripon Unified School District, the authorizer for our NorCal school, requires the school to submit Interim LCFF estimates 3 times a year to help with their financial planning. This data was sent via email to the needed parties before its intended due date.

Federal Stimulus Funding Reporting:

As a part of the federal requirements associated with ESSER Funding, schools are required to report on their expenditures quarterly until all funds have been exhausted. Quarter 2 reports were submitted on January 13th, prior to the deadline.

SB 740 Nonclassroom-Based Determination of Funding:

To be eligible for funding a charter school must submit a funding determination request to the California Department of Education (CDE) and receive approval of its funding determination request from the California State Board of Education (SBE). Five of the six charters were up for this funding determination for next school year. We have contracted with Delta Management Solutions (DMS) to help navigate us through the process and expect to have all requests finalized this week to meet the Feb 1st deadline. We are expecting to receive 100% funding approval as we have in years past.

1099:

A review of vendors paid by any CalCA school is currently being done to determine who we need to send a Form 1099-MISC/NEC. These forms must be postmarked by January 31, 2022. The general rule is that

we must issue a Form 1099-NEC to any individual, vendor, or sub-contractor we have paid at least $600 in services, or other income payments in the course of our tax year (which is the calendar year). They are used to track the income of independent contractors/businesses who are not set up as corporations.

Our review consists of examining each vendor to determine whether the person is legally an independent contractor and whether or not the person/business is a corporation. Their W-9 forms collected prior to payment of services are used for this determination. Then analytics of each qualifying Accounts Payable is reviewed using our check registers combined for all schools to determine whether payments by the CalOPS corporation overall to the person/business exceeded the $600 reporting threshold. A final report of those meeting this threshold will be shared during our February Board Meeting.

Fall One Reporting Update:

CALPADS Fall 1 reports on student demographic information is due on December 16th. Although CALPADS continues to experience issues with the internal programing we are still on track to certify our data for all schools on time. Fall 1 counts all students enrolled on the first Wednesday of October each year. These reports determine state funding allocations for the current year. All were completed and will be submitted on time.

Special Education Service Contracts Update:

Finance and the Student Services department continue to work together to explore quality providers to serve our growing special education needs. Below is a list of new providers we have entered into contracts with for the remainder of the 2022-23 school year.

2022-23 SERVICE PROVIDERS/VENDORS	DESCRIPTION OF SERVICES	2022-23 MASTE
		Fully Executed Date
Ensemble Therapy (Easy Speech Pathology, Inc. dba Ensemble Therapy)	• Speech Therapy • Occupational Therapy • Physical Therapy • Psych Services • BIS	December 8, 2022
FeldCare Therapy, Inc. DBA FeldCare Connects	• Physical Therapy • Speech Therapy • Occupational Therapy • Registered Dietitian	December 27, 2022
Foundations Therapy Service	• Speech Therapy • Occupational Therapy	December 1, 2022

In addition, we have created an addendums to the existing provider contract below:

2022-23 SERVICE PROVIDERS/VENDORS	2022-23 ADDENDUM		
	Start/End Date & Details	Fully Executed Date + Shortcut	Addendum Statu
Oxford Consulting Services, Inc.	(1) Amended start date to 8/29/2022 from 9/6/2022 to accommodate student onboarding, staff training, and prep. (2) Added Group Counseling effective 9/26/2022	(1) Oct 25, 2022 (2) Dec 12, 2022	FULLY EXECUTED

Audit:

Since the last board meeting the audit was finalized with no findings and has been submitted to the needed parties. We continue to maintain a positive relationship with the audit firm and continue to seek them as we look to improve our processes and platforms.

New Contracts/Purchases over $20,000:

Date	Vendor	Purpose	Amount
8/2/2022	Explore Learning	Training	$28,950.00
8/2/2022	Curriculum Assoc.	Training	$48,450.00
8/9/2022	NearPod	Training	$24,800.00
11/30/2022	Google for Edu	Training	$46,640.00
12/2/22	PC Connection	Computer Hardware	$10,207.43
12/14/22	Instructure	Subscription	$30,796.00
12/15/22	Trello	Software	$105,952.50

California Online Public Schools
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Annual Budget	Forecast vs Budget
Enrollment						
ADM				8,321	8,276	46
Total Enrollment				10,842	10,908	(66)
Funded Enrollment				8,007	7,964	44
Revenue						
State Funding	4,537,022.70	3,464,005.53	19,395,976.68	52,371,162.49	51,615,458.18	755,704.31
Federal & Other Program Funding	155,154.33	33.00	167,946.33	7,822,345.30	7,835,692.97	(13,347.67)
Local Aid	4,380,584.00	3,385,690.78	18,717,734.78	49,546,945.00	49,012,173.00	534,772.00
Other Funding Sources	7,215.25	10,059.83	28,331.41	24,291.49	20,754.12	3,537.37
Total Revenue	**9,079,976.28**	**6,859,789.14**	**38,309,989.20**	**109,764,744.28**	**108,484,078.27**	**1,280,666.01**
Program Expenses						
Compensation Expense						
Administration Staff	1,072,620.04	519,809.01	3,536,917.38	6,956,706.54	6,780,400.28	(176,306.26)
Instructional Staff	5,873,425.35	2,965,928.35	15,521,467.59	39,111,676.87	39,406,963.59	295,286.72
Total Compensation Expense	**6,946,045.39**	**3,485,737.36**	**19,058,384.97**	**46,068,383.40**	**46,187,363.87**	**118,980.47**
Fee Based Expenses						
Enrollment/Unit Based Fees	2,255,831.54	2,294,511.77	13,072,146.31	27,487,878.64	26,977,481.13	(510,397.51)
Revenue Based Fees	742,615.71	718,447.77	4,310,686.74	8,654,391.27	8,548,869.98	(105,521.29)
Total Fee Based Expenses	**2,998,447.25**	**3,012,959.54**	**17,382,833.05**	**36,142,269.91**	**35,526,351.11**	**(615,918.80)**
Other School Expenses						
Assessment	940.97	113,235.88	173,790.46	1,328,423.00	1,313,683.70	(14,739.30)
Authorizer Oversight	105,103.82	105,791.01	618,942.24	1,253,688.28	1,239,994.15	(13,694.12)
Employee Related	60,018.78	91,337.16	945,001.83	1,420,227.65	1,420,227.65	-
Facilities	62,493.46	64,593.01	348,851.40	1,228,429.35	1,228,429.35	-
Governance	2,560.03	1,505.19	140,113.65	199,010.00	189,933.37	(9,076.63)
Internet Service Provider	-	124,676.01	124,676.01	391,152.17	443,795.94	52,643.77
Instructional	4,842.69	25.54	215,637.48	883,333.40	883,333.40	-
Professional Services	46,689.95	148,428.03	332,936.79	791,920.52	612,180.95	(179,739.57)
Student Related	237,909.78	620,789.34	2,415,870.53	6,812,606.94	6,812,606.94	-
Other (Income) and Expense	-	-	(84,581.00)	(84,581.00)	(84,581.00)	-
Taxes	43,737.52	43,868.31	262,943.74	538,887.62	520,107.94	(18,779.68)
Pending Allocation	73,297.12	4,294.94	83,247.57	-	-	-
Total Other School Expenses	**637,594.11**	**1,318,544.42**	**5,577,430.70**	**14,763,097.93**	**14,579,712.39**	**(183,385.54)**
Adjustments and Credits						
Discretionary Service Credit	-	-	-	-	-	-
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**
Total Program Expenses	**10,582,086.75**	**7,817,241.32**	**42,018,648.72**	**96,973,751.24**	**96,293,427.38**	**(680,323.87)**
Net Increase (Decrease)	**(1,502,110.48)**	**(957,452.18)**	**(3,708,659.52)**	**12,790,993.03**	**12,190,650.89**	**600,342.14**
Beginning fund balance	**14,720,822.90**	**14,720,822.90**	**14,720,822.90**	**14,720,822.90**		
Ending fund balance	**13,218,712.42**	**13,763,370.72**	**11,012,163.38**	**27,511,815.93**		

California Online Public Schools
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Checking	$	1,012,469.05
Payroll		1,525,694.35
CALOPS - Operating		5,614,552.14
CALOPS - Holding		20,396,875.62
Savings - CALOPS		3,477,013.05
State Holding Account		202,925.39
OCDE Cash Account		(138,392.92)
Petty Cash		600.75
Total Cash and Short Term Investments		***32,091,737.43***
Other Current Assets:		
Pupil Funding		1,808,437.54
SPED Funding State		(551,155.57)
Other State Receivables		385,500.22
Federal Programs		1,115,254.00
Prepaid Expenses		252,232.70
Total Other Current Assets		***3,010,268.89***
Total Current Assets		***35,102,006.32***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(9,395.30)
Net Fixed Assets		***23,126.20***
Other Assets:		
Deposits		20,387.30
Total Other Assets		***20,387.30***
Total Assets	***$***	***35,145,519.82***

California Online Public Schools
Balance Sheet
December 31, 2022

LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	12,731,725.46
Pension Payable		1,571,650.82
Accrued Expenses		164,249.46
Accrued Credit Card Expenses		83,247.57
Deferred Rent		41,840.00
Deferred Revenue		6,047,014.45
Accounts Payable		3,493,628.95
Total Current Liabilities		***24,133,356.43***
Total Liabilities		***24,133,356.43***
FUND BALANCE		
Beginning Fund Balance		14,720,822.90
Change in Fund Balance		(3,708,659.52)
Ending Fund Balance		***11,012,163.38***
Total Liabilities and Fund Balance	***$***	***35,145,519.82***

California Connections Academy Central Coast
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				117	117	0.02	0.02%
Forecasted Total Enrollment				155	159	(4.70)	-2.98%
Forecasted Funded Enrollment				111	111	0.27	0.25%
Revenue							
State Funding	55,490.37	43,761.46	238,441.75	661,213.41	655,596.81	5,616.60	0.86%
Federal & Other Program Funding	67.66	-	67.66	9,517.66	9,550.00	(32.34)	-0.34%
Local Aid	66,353.51	52,342.33	284,579.62	753,299.00	745,421.00	7,878.00	1.06%
Other Funding Sources	-	126.95	1,280.68	626.95	500.00	126.95	25.39%
Total Revenue	**121,911.54**	**96,230.74**	**524,369.72**	**1,424,657.02**	**1,411,067.81**	**13,589.21**	**0.96%**
Program Expenses							
Compensation Expense							
Administration Staff	13,406.09	6,496.81	44,206.00	87,060.31	84,857.66	(2,202.65)	2.60%
Instructional Staff	80,779.45	41,149.86	202,099.12	526,620.52	489,179.89	(37,440.63)	7.65%
Total Compensation Expense	**94,185.54**	**47,646.67**	**246,305.13**	**613,680.83**	**574,037.55**	**(39,643.28)**	**-6.91%**
Fee Based Expenses							
Enrollment/Unit Based Fees	30,911.94	31,138.50	177,955.64	373,980.28	373,313.45	(666.83)	0.18%
Revenue Based Fees	9,325.07	9,279.79	55,678.73	112,346.97	111,221.70	(1,125.26)	1.01%
Total Fee Based Expenses	**40,237.01**	**40,418.29**	**233,634.37**	**486,327.24**	**484,535.15**	**(1,792.09)**	**-0.37%**
Other School Expenses							
Assessment	1.99	9,941.40	10,136.78	20,243.56	11,671.59	(8,571.97)	73.44%
Authorizer Oversight	1,410.69	1,431.14	8,078.10	16,664.93	16,525.02	(139.90)	0.85%
Employee Related	825.50	1,267.23	12,012.05	17,750.65	17,750.65	-	0.00%
Facilities	809.62	826.68	4,437.61	15,144.24	15,144.24	-	0.00%
Governance	3.96	8.10	1,513.40	4,687.30	4,687.30	-	0.00%
Internet Service Provider	-	1,597.54	1,597.54	4,692.39	4,692.39	-	0.00%
Instructional	66.60	0.35	2,686.11	11,040.30	11,040.30	-	0.00%
Professional Services	478.06	2,059.32	3,908.54	11,911.88	7,642.41	(4,269.47)	55.87%
Student Related	222.42	3,010.11	9,742.40	85,557.19	85,557.19	-	0.00%
Taxes	582.93	599.05	3,594.30	6,752.67	6,883.73	131.06	-1.90%
Total Other School Expenses	**4,401.77**	**20,740.92**	**57,706.83**	**194,445.11**	**181,594.83**	**(12,850.29)**	**-7.08%**
Total Program Expenses	**138,824.32**	**108,805.88**	**537,646.33**	**1,294,453.19**	**1,240,167.53**	**(54,285.66)**	**-4.38%**
Net Increase (Decrease)	**(16,912.79)**	**(12,575.14)**	**(13,276.62)**	**130,203.84**	**170,900.28**	**(40,696.44)**	
Beginning fund balance	**23,872.49**	**23,872.49**	**23,872.49**	**23,872.49**		**23,872.49**	
Ending fund balance	**6,959.70**	**11,297.35**	**10,595.87**	**154,076.33**		**154,076.33**	

California Connections Academy Central Coast
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	65,133.63
Holding Account		18,630.84
State Holding Account		202,925.39
Total Cash and Short Term Investments		***286,689.86***
Other Current Assets:		
Pupil Funding		499,249.44
SPED Funding State		16,557.85
Other State Receivables		21,607.34
Federal Programs		10,052.00
Due from CalOPS Schools		(3,822.20)
Total Other Current Assets		***543,644.43***
Total Current Assets		***830,334.29***
Total Assets	***$***	***830,334.29***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning		306,224.02
CalOPS Payroll Liability		350,727.65
CalOPS Pass-Through Expense Liability		80,402.21
Accrued Expenses		1,597.54
Deferred Rent		487.00
Deferred Revenue		39,762.00
Accounts Payable		40,538.00
Total Current Liabilities		***819,738.42***
Total Liabilities		***819,738.42***
FUND BALANCE		
Beginning Fund Balance		23,872.49
Change in Fund Balance		(13,276.62)
Ending Fund Balance		***10,595.87***
Total Liabilities and Fund Balance	***$***	***830,334.29***

California Connections Academy Central Coast
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	42,914.96	33,853.03	184,055.37	487,205.39	481,932.00	5,273.39
LCFF / General Purpose Block Grant - State EPA	1,962.29	1,547.59	8,415.61	22,276.61	22,222.00	54.61
Lottery	2,325.31	1,833.89	9,972.50	26,397.78	26,333.07	64.71
Mandated Cost Reimbursement	242.42	181.82	1,030.29	2,727.23	2,727.23	-
Special Education Pass through funds - State	8,045.39	6,345.12	34,503.99	91,334.10	91,110.21	223.89
A-G Completion Improvement Grant	-	-	-	1,297.00	1,297.00	-
Educator Effectiveness Block Grant	-	-	-	3,178.33	3,178.33	-
ERMHS	-	-	464.00	1,516.97	1,516.97	-
Universal TK Grant	-	-	-	25,280.00	25,280.00	-
Total State Funding	**55,490.37**	**43,761.46**	**238,441.75**	**661,213.41**	**655,596.81**	**5,616.60**
Federal & Other Programs Funding						
IDEA	-	-	-	9,450.00	9,450.00	-
E-Rate	67.66	-	67.66	67.66	100.00	(32.34)
Total Federal & Other Programs Funding	**67.66**	**-**	**67.66**	**9,517.66**	**9,550.00**	**(32.34)**
Local Funding						
LCFF / General Purpose Block Grant - Local	66,353.51	52,342.33	284,579.62	753,299.00	745,421.00	7,878.00
Total Local Funding	**66,353.51**	**52,342.33**	**284,579.62**	**753,299.00**	**745,421.00**	**7,878.00**
Other Funding						
Interest	-	-	1,153.73	500.00	500.00	-
Miscellaneous	-	126.95	126.95	126.95	-	126.95
Total Other Funding	**-**	**126.95**	**1,280.68**	**626.95**	**500.00**	**126.95**
Total Revenue	**121,911.54**	**96,230.74**	**524,369.72**	**1,424,657.02**	**1,411,067.81**	**13,589.21**

California Connections Academy Central Coast
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	9,896.44	4,552.09	32,253.39	62,570.32	60,958.60	(1,611.72)
Benefits	2,523.59	1,160.78	8,224.61	15,955.43	15,544.44	(410.99)
Pension	626.80	622.11	2,572.59	5,996.77	5,641.20	(355.57)
Taxes	359.26	161.82	1,155.41	2,537.79	2,713.42	175.63
Total Administrative Compensation	**13,406.09**	**6,496.81**	**44,206.00**	**87,060.31**	**84,857.66**	**(2,202.65)**
Instructional Compensation						
Salaries	58,850.72	27,578.80	145,839.58	366,989.91	343,012.36	(23,977.55)
Benefits	15,006.93	7,032.59	37,527.36	93,920.69	87,806.41	(6,114.28)
Pension	6,050.67	6,142.22	16,694.05	59,248.77	51,799.25	(7,449.52)
Taxes	871.11	396.25	2,038.14	6,461.15	6,561.87	100.72
Total Instructional Compensation	**80,779.45**	**41,149.86**	**202,099.12**	**526,620.52**	**489,179.89**	**(37,440.63)**
Total Compensation	**94,185.54**	**47,646.67**	**246,305.13**	**613,680.83**	**574,037.55**	**(39,643.28)**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	466.67	483.33	2,900.00	5,854.02	5,852.94	(1.00)
Connexus Annual License (EMS)	5,600.00	5,800.00	34,800.00	70,248.22	70,235.28	(12.90)
Curriculum Postage	423.50	434.50	2,607.01	5,098.91	5,255.48	156.50
Direct Course Instruction Support	220.00	165.00	882.75	2,336.69	1,609.87	(726.80)
Educational Resource Center	1,176.00	1,218.00	7,307.99	14,752.13	14,749.41	(2.70)
Enrollment and Records Management	513.33	526.67	3,160.01	6,180.49	6,370.28	189.70
Facility Support Services	25.00	25.00	150.00	374.95	374.95	-
Hardware/Software - Employees	250.00	250.00	1,500.00	3,623.49	3,283.84	(339.60)
Human Resources Support	520.84	520.83	3,125.00	7,548.94	6,841.34	(707.50)
ISP Processing Fee	120.28	119.45	716.68	1,405.99	1,430.85	24.80
School Curriculum Supplies	166.66	166.67	1,000.00	2,641.27	2,405.33	(235.90)
Short-Term Sub Teaching Services	1,095.46	828.29	3,401.69	14,210.00	14,210.00	-
Special Populations Consultative Services	2,250.00	2,250.00	6,300.00	21,970.25	17,706.03	(4,264.20)
Student Technology Assistance- Laptops	3,162.50	3,354.17	20,125.00	39,675.00	40,825.00	1,150.00
Tangible/Intangible Instr. Materials	13,521.70	13,546.59	81,279.51	158,323.79	162,633.69	4,309.90
Technical Support and Repairs	1,400.00	1,450.00	8,700.00	17,562.05	17,558.82	(3.20)
Voice Over IP Services	-	-	-	2,174.10	1,970.31	(203.70)
Total Enrollment/Unit Based Fees	**30,911.94**	**31,138.50**	**177,955.64**	**373,980.28**	**373,313.45**	**(666.83)**
Revenue-Based Fees						
Marketing Services	1,097.07	1,091.74	6,550.43	13,217.29	13,084.91	(132.38)
School Administration	6,582.40	6,550.44	39,302.64	79,303.74	78,509.44	(794.30)
Treasury Services	1,645.60	1,637.61	9,825.66	19,825.94	19,627.36	(198.58)
Total Revenue Based Fees	**9,325.07**	**9,279.79**	**55,678.73**	**112,346.97**	**111,221.70**	**(1,125.26)**
Total Fee-Based Expenses	**40,237.01**	**40,418.29**	**233,634.37**	**486,327.24**	**484,535.15**	**(1,792.09)**

California Connections Academy Central Coast
Schedule Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	9,933.50	9,933.50	12,933.50	4,361.53	(8,571.97)
Student Testing & Assessment Travel	1.99	7.90	203.28	5,358.70	5,358.70	-
Student Testing Technology	-	-	-	1,951.36	1,951.36	-
Total Assessment	**1.99**	**9,941.40**	**10,136.78**	**20,243.56**	**11,671.59**	**(8,571.97)**
Authorizer Oversight						
District Oversight	1,067.58	1,083.91	6,124.34	12,627.81	12,495.75	(132.06)
SELPA Admin Fee	305.06	309.18	1,725.47	3,580.54	3,572.70	(7.84)
STRS Reporting	38.05	38.05	228.29	456.58	456.57	-
Total Authorizer Oversight	**1,410.69**	**1,431.14**	**8,078.10**	**16,664.93**	**16,525.02**	**(139.90)**
Employee Related						
Staff Recruiting/Background Checks	5.33	2.81	106.58	536.23	536.23	-
Staff Training/Prof. Dvlpmt	728.30	1,113.62	11,090.39	13,135.49	13,135.49	-
Team Building	2.35	3.39	354.09	999.88	999.88	-
Travel and Conferences - Administration	75.59	141.09	270.86	1,058.94	1,058.94	-
Travel and Conferences - Teachers	13.93	6.32	190.13	2,020.11	2,020.11	-
Total Employee Related	**825.50**	**1,267.23**	**12,012.05**	**17,750.65**	**17,750.65**	**-**
Facilities						
Copiers/ Reproduction	25.93	35.13	116.09	335.50	335.50	-
Equipment/Supplies	-	-	-	1,786.58	1,786.58	-
Expensed Furniture and Equipment	130.16	30.50	169.64	3,137.92	3,137.92	-
High-Speed Internet	18.41	9.87	102.99	725.96	725.96	-
Maintenance & Repairs	25.54	30.87	166.25	884.09	884.09	-
Office Postage	20.26	68.22	244.78	470.96	470.96	-
Office Rent	413.05	413.05	2,478.30	5,106.73	5,106.73	-
Office Supplies	77.54	145.21	544.79	720.83	720.83	-
Phone	40.46	43.21	193.70	538.68	538.68	-
Rent Operating Expense	46.59	42.79	260.55	570.19	570.19	-
Rent Storage Unit	6.48	5.24	125.90	362.33	362.33	-
Utilities	5.20	2.59	34.62	504.47	504.47	-
Total Facilities	**809.62**	**826.68**	**4,437.61**	**15,144.24**	**15,144.24**	**-**
Governance						
Accreditation	-	-	-	1,402.96	1,402.96	-
Banking Fees	-	-	345.00	1,626.13	1,626.13	-
Board-Related Expenses	-	-	-	202.09	202.09	-
Dues - School	-	2.45	833.32	925.27	925.27	-
Dues - Staff	3.96	5.65	196.42	392.19	392.19	-
Insurance Expenses	-	-	138.66	138.66	138.66	-
Total Governance	**3.96**	**8.10**	**1,513.40**	**4,687.30**	**4,687.30**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	1,597.54	1,597.54	4,692.39	4,692.39	-
Total Internet Service Provider	**-**	**1,597.54**	**1,597.54**	**4,692.39**	**4,692.39**	**-**
Instructional						
Other Curriculum	66.60	0.35	2,686.11	7,435.30	7,435.30	-
Summer School	-	-	-	3,605.00	3,605.00	-
Total Instructional	**66.60**	**0.35**	**2,686.11**	**11,040.30**	**11,040.30**	**-**
Professional Services						
Accounting Services/Audit	175.53	-	382.22	805.14	805.14	-
AERIES	-	-	766.26	766.26	766.26	-
Legal Services	92.51	-	122.55	3,793.26	3,793.26	-
Legal Special Education	-	383.34	383.34	1,249.85	1,249.85	-
Other School Contracted Services	210.02	1,675.98	2,216.48	5,216.48	947.01	(4,269.47)
Other School Expense	-	-	37.69	80.89	80.89	-
Total Professional Services	**478.06**	**2,059.32**	**3,908.54**	**11,911.88**	**7,642.41**	**(4,269.47)**
Student Related						
Graduation Expense	69.98	-	209.63	4,336.35	4,336.35	-
SPED Related Services	36.00	2,991.59	8,212.14	68,505.80	68,505.80	-
Student Activities	116.44	18.52	1,320.63	12,715.04	12,715.04	-
Total Student Related	**222.42**	**3,010.11**	**9,742.40**	**85,557.19**	**85,557.19**	**-**
Taxes						
Sales Tax And Use	582.93	599.05	3,594.30	6,752.67	6,883.73	131.06
Total Taxes	**582.93**	**599.05**	**3,594.30**	**6,752.67**	**6,883.73**	**131.06**
Total Other Expenses	**4,401.77**	**20,740.92**	**57,706.83**	**194,445.11**	**181,594.83**	**(12,850.29)**

California Connections Academy Central Valley
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				677	671	6.03	0.90%
Forecasted Total Enrollment				890	909	(19.20)	-2.12%
Forecasted Funded Enrollment				655	648	6.56	1.01%
Revenue							
State Funding	722,131.44	588,206.92	3,121,573.00	8,394,468.04	8,128,499.33	265,968.72	3.27%
Federal & Other Program Funding	404.79	33.00	437.79	843,182.30	844,244.51	(1,062.21)	-0.13%
Local Aid	38,632.18	31,170.16	166,382.78	440,425.00	425,259.00	15,166.00	3.57%
Other Funding Sources	28.58	1,662.50	2,288.18	1,955.24	1,200.00	755.24	62.94%
Total Revenue	**761,196.99**	**621,072.58**	**3,290,681.75**	**9,680,030.58**	**9,399,202.84**	**280,827.75**	**2.00%**
Program Expenses							
Compensation Expense							
Administration Staff	86,818.10	42,073.45	286,278.85	563,804.09	549,539.90	(14,264.19)	2.60%
Instructional Staff	483,295.84	244,806.78	1,273,302.52	3,223,204.59	3,193,956.27	(29,248.32)	0.92%
Total Compensation Expense	**570,113.94**	**286,880.24**	**1,559,581.37**	**3,787,008.68**	**3,743,496.17**	**(43,512.51)**	**-1.16%**
Fee Based Expenses							
Enrollment/Unit Based Fees	176,045.95	188,698.83	1,061,181.53	2,261,822.92	2,233,174.93	(28,648.00)	1.28%
Revenue Based Fees	67,964.28	63,187.79	379,126.74	767,273.27	743,924.00	(23,349.27)	3.14%
Total Fee Based Expenses	**244,010.23**	**251,886.62**	**1,440,308.27**	**3,029,096.19**	**2,977,098.92**	**(51,997.27)**	**-1.75%**
Other School Expenses							
Assessment	11.88	5,494.89	71,166.40	122,110.28	122,110.28	-	0.00%
Authorizer Oversight	8,796.32	8,982.44	51,488.47	105,383.12	102,452.93	(2,930.19)	2.86%
Employee Related	4,938.83	7,538.93	76,715.61	114,953.54	114,953.54	-	0.00%
Facilities	5,088.82	5,178.71	28,421.33	99,157.98	99,157.98	-	0.00%
Governance	1,264.05	48.18	14,026.85	17,637.38	16,507.38	(1,130.00)	6.85%
Internet Service Provider	-	11,595.76	11,595.76	34,000.00	34,000.00	-	0.00%
Instructional	398.48	2.11	17,417.36	71,497.19	71,497.19	-	0.00%
Professional Services	2,860.16	12,251.21	23,991.07	68,726.77	49,492.29	(19,234.48)	38.86%
Student Related	16,180.31	3,687.47	136,179.07	748,695.00	748,695.00	-	0.00%
Other (Income) and Expense							
Taxes	3,627.57	3,851.33	22,488.76	50,288.29	48,906.92	(1,381.37)	2.82%
Pending Allocation	-	-	-	-		-	0.00%
Total Other School Expenses	**43,166.42**	**58,631.03**	**453,490.68**	**1,432,449.55**	**1,407,773.51**	**(24,676.04)**	**-1.75%**
Total Program Expenses	**857,290.59**	**597,397.89**	**3,453,380.32**	**8,248,554.43**	**8,128,368.61**	**(120,185.82)**	**-1.48%**
Net Increase (Decrease)	**(96,093.59)**	**23,674.69**	**(162,698.57)**	**1,431,476.16**	**1,270,834.23**	**160,641.92**	
Beginning fund balance	**1,777,523.19**	**1,777,523.19**	**1,777,523.19**	**1,777,523.19**			
Ending fund balance	**1,681,429.60**	**1,801,197.88**	**1,614,824.62**	**3,208,999.35**			

California Connections Academy Central Valley
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Checking	$	1,012,689.05
Savings		3,313,862.15
Total Cash and Short Term Investments		***4,326,551.20***
Other Current Assets:		
Pupil Funding		175,509.27
SPED Funding State		(25,704.37)
Other State Receivables		87,329.96
Federal Programs		96,681.00
Due from CalOPS Schools		(17,040.92)
Prepaid Expenses		8,290.18
Total Other Current Assets		***325,065.12***
Total Current Assets		***4,651,616.32***
Other Assets:		
Utilities Deposit		100.00
Total Other Assets		***100.00***
Total Assets	***$***	***4,651,716.32***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	710,460.65
CalOPS Payroll Liability		1,131,716.45
CalOPS Pass-Through Expense Liability		469,135.07
Accrued Expenses		51,169.21
Deferred Rent		3,517.00
Deferred Revenue		341,765.00
Accounts Payable		329,128.32
Total Current Liabilities		***3,036,891.70***
Total Liabilities		***3,036,891.70***
FUND BALANCE		
Beginning Fund Balance		1,777,523.19
Change in Fund Balance		(162,698.57)
Ending Fund Balance		***1,614,824.62***
Total Liabilities and Fund Balance	***$***	***4,651,716.32***

California Connections Academy Central Valley
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	487,433.15	393,281.84	2,099,297.89	5,556,965.00	5,365,610.00	191,355.00
LCFF / General Purpose Block Grant - State EPA	172,412.62	139,109.78	742,553.96	1,965,584.00	1,897,899.00	67,685.00
Lottery	13,606.91	10,991.08	58,615.27	155,158.07	153,604.51	1,553.55
Mandated Cost Reimbursement	1,600.00	1,200.00	6,800.00	18,000.00	18,000.00	-
Special Education Pass through funds - State	47,078.76	38,028.22	202,803.89	536,833.82	531,458.65	5,375.16
A-G Completion Improvement Grant	-	-	-	50,000.00	50,000.00	-
Educator Effectiveness Block Grant	-	-	-	25,427.00	25,427.00	-
ERMHS	-	5,596.00	11,502.00	32,697.16	32,697.16	-
Universal TK Grant	-	-	-	53,803.00	53,803.00	-
Total State Funding	**722,131.44**	**588,206.92**	**3,121,573.00**	**8,394,468.04**	**8,128,499.33**	**265,968.72**
Federal & Other Programs Funding						
Title I	-	-	-	136,142.00	136,142.00	-
Title II	-	-	-	22,278.00	22,278.00	-
Title IV	-	-	-	10,721.00	10,721.00	-
IDEA	-	-	-	81,800.00	81,800.00	-
E-Rate	404.79	-	404.79	404.79	1,500.00	(1,095.21)
ESSER Funding	-	-	-	591,803.51	591,803.51	-
Prior Year Revenue	-	33.00	33.00	33.00	-	33.00
Total Federal & Other Programs Funding	**404.79**	**33.00**	**437.79**	**843,182.30**	**844,244.51**	**(1,062.21)**
Local Funding						
LCFF / General Purpose Block Grant - Local	38,632.18	31,170.16	166,382.78	440,425.00	425,259.00	15,166.00
Total Local Funding	**38,632.18**	**31,170.16**	**166,382.78**	**440,425.00**	**425,259.00**	**15,166.00**
Other Funding						
Interest	28.58	907.26	1,532.94	1,200.00	1,200.00	-
Miscellaneous	-	755.24	755.24	755.24	-	755.24
Total Other Funding	**28.58**	**1,662.50**	**2,288.18**	**1,955.24**	**1,200.00**	**755.24**
Total Revenue	**761,196.99**	**621,072.58**	**3,290,681.75**	**9,680,030.58**	**9,399,202.84**	**280,827.75**

California Connections Academy Central Valley
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	64,089.51	29,479.44	208,873.48	405,206.49	394,768.99	(10,437.50)
Benefits	16,342.82	7,517.26	53,262.74	103,327.65	100,666.10	(2,661.55)
Pension	4,059.18	4,028.83	16,660.15	38,835.20	36,532.58	(2,302.62)
Taxes	2,326.59	1,047.93	7,482.48	16,434.75	17,572.23	1,137.48
Total Administrative Compensation	**86,818.10**	**42,073.45**	**286,278.85**	**563,804.09**	**549,539.90**	**(14,264.19)**
Instructional Compensation						
Salaries	352,098.35	164,070.47	918,364.04	2,247,156.20	2,238,808.67	(8,347.53)
Benefits	89,785.08	41,837.97	236,198.85	575,040.85	572,912.23	(2,128.62)
Pension	36,200.61	36,540.97	105,829.80	361,521.86	339,391.51	(22,130.35)
Taxes	5,211.80	2,357.37	12,909.83	39,485.67	42,843.86	3,358.19
Total Instructional Compensation	**483,295.84**	**244,806.78**	**1,273,302.52**	**3,223,204.59**	**3,193,956.27**	**(29,248.32)**
Total Compensation	**570,113.94**	**286,880.24**	**1,559,581.37**	**3,787,008.68**	**3,743,496.17**	**(43,512.51)**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,733.34	2,783.33	16,700.00	33,858.80	33,557.10	(302.00)
Community Outreach	2,083.34	2,083.33	12,500.00	25,000.00	25,000.00	-
Connexus Annual License (EMS)	32,800.00	33,400.00	200,400.00	406,305.65	402,685.18	(3,620.00)
Curriculum Postage	1,919.50	2,381.50	14,289.00	29,354.39	29,990.06	636.00
Direct Course Instruction Support	880.00	693.00	3,349.50	13,422.39	13,422.39	-
Educational Resource Center	6,888.00	7,014.00	42,084.00	85,324.19	84,563.89	(760.00)
Enrollment and Records Management	2,326.66	2,886.67	17,320.00	35,581.08	36,351.59	771.00
Facility Support Services	200.00	200.00	1,200.00	2,428.21	2,428.21	-
Hardware/Software - Employees	1,750.00	1,750.00	10,500.00	21,771.92	21,266.23	(506.00)
Human Resources Support	3,645.84	3,645.83	21,875.00	45,358.17	44,304.65	(1,054.00)
ISP Processing Fee	1,002.08	1,210.42	7,262.50	14,748.90	15,154.03	405.00
School Curriculum Supplies	1,291.66	1,291.67	7,750.00	15,870.19	15,576.94	(293.00)
Short-Term Sub Teaching Services	6,554.01	4,927.62	21,052.80	21,052.80	10,127.57	(10,925.00)
Special Populations Consultative Services	18,150.00	17,850.00	53,400.00	176,772.80	168,708.88	(8,064.00)
Student Technology Assistance- Laptops	26,450.00	25,300.00	151,800.00	319,700.00	300,150.00	(19,550.00)
Tangible/Intangible Instr. Materials	59,171.52	72,931.46	429,598.73	900,633.86	916,457.16	15,823.00
Technical Support and Repairs	8,200.00	8,350.00	50,100.00	101,576.41	100,671.30	(905.00)
Voice Over IP Services	-	-	-	13,063.15	12,759.74	(303.00)
Total Enrollment/Unit Based Fees	**176,045.95**	**188,698.83**	**1,061,181.53**	**2,261,822.92**	**2,233,174.93**	**(28,648.00)**
Revenue-Based Fees						
Marketing Services	7,995.80	7,433.86	44,603.15	90,267.44	87,520.47	(2,747.00)
School Administration	47,974.79	44,603.14	267,618.87	541,604.66	525,122.82	(16,482.00)
Treasury Services	11,993.69	11,150.79	66,904.72	135,401.17	131,280.71	(4,120.00)
Total Revenue Based Fees	**67,964.28**	**63,187.79**	**379,126.74**	**767,273.27**	**743,924.00**	**(23,349.27)**
Total Fee-Based Expenses	**244,010.23**	**251,886.62**	**1,440,308.27**	**3,029,096.19**	**2,977,098.92**	**(51,997.27)**

California Connections Academy Central Valley
Schedule Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	5,447.88	5,447.88	23,000.00	23,000.00	-
Student Testing & Assessment Travel	11.88	47.01	1,311.24	34,703.00	34,703.00	-
Student Testing Technology	-	-	64,407.28	64,407.28	64,407.28	-
Total Assessment	**11.88**	**5,494.89**	**71,166.40**	**122,110.28**	**122,110.28**	**-**
Authorizer Oversight						
District Oversight	6,638.60	6,788.74	38,897.28	79,629.74	76,887.68	(2,742.06)
SELPA Admin Fee	1,911.31	1,947.30	11,112.78	22,796.58	22,608.45	(188.13)
STRS Reporting	246.40	246.40	1,478.40	2,956.80	2,956.80	-
Total Authorizer Oversight	**8,796.32**	**8,982.44**	**51,488.47**	**105,383.12**	**102,452.93**	**(2,930.19)**
Employee Related						
Staff Recruiting/Background Checks	31.85	16.70	686.10	3,472.64	3,472.64	-
Staff Training/Prof. Dvlpmt	4,357.36	6,625.13	70,875.78	85,065.66	85,065.66	-
Team Building	14.07	20.14	2,290.19	6,475.22	6,475.22	-
Travel and Conferences - Administration	452.23	839.36	1,642.41	6,857.72	6,857.72	-
Travel and Conferences - Teachers	83.32	37.60	1,221.13	13,082.30	13,082.30	-
Total Employee Related	**4,938.83**	**7,538.93**	**76,715.61**	**114,953.54**	**114,953.54**	**-**
Facilities						
Copiers/ Reproduction	155.16	208.99	720.49	2,172.73	2,172.73	-
Equipment/Supplies	-	-	-	13,000.00	13,000.00	-
Expensed Furniture and Equipment	778.74	181.46	1,018.40	20,321.20	20,321.20	-
High-Speed Internet	110.10	58.73	665.29	4,701.34	4,701.34	-
Maintenance & Repairs	165.37	199.91	1,076.49	5,725.36	5,725.36	-
Office Postage	121.24	405.83	1,539.35	3,049.92	3,049.92	-
Office Rent	2,674.90	2,674.90	16,049.40	33,071.29	33,071.29	-
Office Supplies	463.94	863.88	3,413.34	4,668.14	4,668.14	-
Phone	242.04	257.08	1,211.66	3,488.47	3,488.47	-
Rent Operating Expense	301.75	277.14	1,687.45	3,692.56	3,692.56	-
Rent Storage Unit	41.91	33.99	815.29	2,000.00	2,000.00	-
Utilities	33.67	16.80	224.17	3,266.97	3,266.97	-
Total Facilities	**5,088.82**	**5,178.71**	**28,421.33**	**99,157.98**	**99,157.98**	**-**
Governance						
Accreditation	1,130.00	-	2,260.00	2,260.00	1,130.00	(1,130.00)
Banking Fees	110.36	-	567.72	1,000.00	1,000.00	-
Board-Related Expenses	-	-	-	1,308.73	1,308.73	-
Dues - School	-	14.56	9,034.06	9,630.84	9,630.84	-
Dues - Staff	23.69	33.62	1,267.12	2,539.86	2,539.86	-
Insurance Expenses	-	-	897.95	897.95	897.95	-
Total Governance	**1,264.05**	**48.18**	**14,026.85**	**17,637.38**	**16,507.38**	**(1,130.00)**
Internet Service Provider						
ISP Payment Reimbursement	-	11,595.76	11,595.76	34,000.00	34,000.00	-
Total Internet Service Provider	**-**	**11,595.76**	**11,595.76**	**34,000.00**	**34,000.00**	**-**
Instructional						
Other Curriculum	398.48	2.11	17,362.36	48,151.13	48,151.13	-
Summer School	-	-	55.00	23,346.06	23,346.06	-
Total Instructional	**398.48**	**2.11**	**17,417.36**	**71,497.19**	**71,497.19**	**-**
Professional Services						
Accounting Services/Audit	1,050.16	-	2,388.71	5,214.09	5,214.09	-
AERIES	-	-	4,962.31	4,962.31	4,962.31	-
Legal Services	553.49	-	748.07	24,565.19	24,565.19	-
Legal Special Education	-	2,280.53	2,280.53	8,094.02	8,094.02	-
Other School Contracted Services	1,256.51	9,970.68	13,367.34	25,367.34	6,132.86	(19,234.48)
Other School Expense	-	-	244.11	523.82	523.82	-
Total Professional Services	**2,860.16**	**12,251.21**	**23,991.07**	**68,726.77**	**49,492.29**	**(19,234.48)**
Student Related						
Graduation Expense	-	-	904.34	7,000.00	7,000.00	-
SPED Related Services	11,154.10	34.34	125,491.43	728,000.00	728,000.00	-
Student Activities	5,026.21	3,653.13	9,783.30	13,695.00	13,695.00	-
Total Student Related	**16,180.31**	**3,687.47**	**136,179.07**	**748,695.00**	**748,695.00**	**-**
Taxes						
Sales Tax And Use	3,627.57	3,851.33	22,488.76	50,288.29	48,906.92	(1,381.37)
Total Taxes	**3,627.57**	**3,851.33**	**22,488.76**	**50,288.29**	**48,906.92**	**(1,381.37)**
Total Other Expenses	**43,166.42**	**58,631.03**	**453,490.68**	**1,432,449.55**	**1,407,773.51**	**(24,676.04)**

California Connections Academy Monterey Bay
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Enrollment							
ADM				476.99	459.47	17.52	3.81%
Total Enrollment				655.79	628.85	26.90	4.28%
Funded Enrollment				467.89	450.84	17.05	3.78%
Revenue							
State Funding	249,848.85	214,995.21	1,093,608.21	2,954,351.56	2,829,427.22	124,924.34	4.42%
Federal & Other Program Funding	284.51	-	284.51	52,534.51	52,850.00	(315.49)	-0.60%
Local Aid	248,263.20	213,930.82	1,082,852.02	2,866,373.00	2,737,397.00	128,976.00	4.71%
Other Funding Sources	-	533.62	1,087.74	1,087.74	554.12	533.62	96.30%
Total Revenue	**498,396.56**	**429,459.65**	**2,177,832.48**	**5,874,346.81**	**5,620,228.34**	**254,118.47**	**4.52%**
Program Expenses							
Compensation Expense							
Administration Staff	70,610.48	34,218.98	232,834.95	458,550.45	446,949.16	(11,601.29)	-2.60%
Instructional Staff	339,687.94	172,968.90	990,734.55	2,388,672.87	2,632,351.61	243,678.74	9.26%
Total Compensation Expense	**410,298.42**	**207,187.88**	**1,223,569.50**	**2,847,223.33**	**3,079,300.77**	**232,077.44**	**7.54%**
Fee Based Expenses							
Enrollment/Unit Based Fees	135,485.33	128,089.49	728,199.18	1,548,140.72	1,455,277.05	(92,863.67)	-6.38%
Revenue Based Fees	40,221.91	37,305.89	223,835.39	459,289.35	438,922.80	(20,366.56)	-4.64%
Total Fee Based Expenses	**175,707.24**	**165,395.38**	**952,034.57**	**2,007,430.08**	**1,894,199.84**	**(113,230.23)**	**-5.98%**
Other School Expenses							
Assessment	8.35	17,171.53	18,198.43	63,606.63	57,439.30	(6,167.33)	-10.74%
Authorizer Oversight	6,626.86	6,866.11	40,075.59	81,272.23	78,424.17	(2,848.06)	-3.63%
Employee Related	3,471.31	5,326.66	61,043.59	93,493.46	93,493.46	-	0.00%
Facilities	3,932.11	4,000.96	22,745.82	75,972.77	75,972.77	-	0.00%
Governance	16.65	34.04	7,783.42	10,793.85	10,793.85	-	0.00%
Internet Service Provider	-	6,220.61	6,220.61	21,103.55	21,103.55	-	0.00%
Instructional	280.08	1.49	14,186.84	58,149.76	58,149.76	-	0.00%
Professional Services	2,010.30	8,656.12	17,888.41	62,933.45	40,252.83	(22,680.62)	-56.35%
Student Related	18,343.20	58,344.72	170,368.63	312,854.75	312,854.75	-	0.00%
Taxes	2,675.12	2,401.35	14,408.10	28,321.58	25,877.31	(2,444.26)	-9.45%
Total Other School Expenses	**37,363.98**	**109,023.59**	**372,919.44**	**808,502.03**	**774,361.76**	**(34,140.27)**	**-4.41%**
Total Program Expenses	**623,369.63**	**481,606.85**	**2,548,523.50**	**5,663,155.43**	**5,747,862.37**	**84,706.94**	**1.47%**
Net Increase (Decrease)	**(124,973.07)**	**(52,147.19)**	**(370,691.02)**	**211,191.37**	**(127,634.03)**	**338,825.40**	
Beginning fund balance	**384,465.13**	**384,465.13**	**384,465.13**	**384,465.13**			
Ending fund balance	**259,492.06**	**332,317.94**	**13,774.11**	**595,656.50**			

California Connections Academy Monterey Bay
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Operating Account	$	350,038.53
Holding		224,762.40
Total Cash and Short Term Investments		***574,800.93***
Other Current Assets:		
Pupil Funding		905,931.86
SPED Funding State		1,650.64
Other State Receivables		87,561.55
Federal Programs		55,566.00
Due from CalOPS Schools		(14,430.31)
Total Other Current Assets		***1,036,279.74***
Total Current Assets		***1,611,080.67***
Total Assets	***$***	***1,611,080.67***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	401,471.91
CalOPS Payroll Liability		617,486.30
CalOPS Pass Through Expense Liability		329,678.26
Accrued Expenses		6,220.61
Deferred Rent		2,327.00
Deferred Revenue		67,177.00
Accounts Payable		172,945.48
Total Current Liabilities		***1,597,306.56***
Total Liabilities		***1,597,306.56***
FUND BALANCE		
Beginning Fund Balance		384,465.13
Change in Fund Balance		(370,691.02)
Ending Fund Balance		***13,774.11***
Total Liabilities and Fund Balance	***$***	***1,611,080.67***

California Connections Academy Monterey Bay
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	197,667.91	170,364.53	862,202.22	2,282,300.00	2,178,803.00	103,497.00
LCFF / General Purpose Block Grant - State EPA	8,112.35	6,958.44	35,351.69	93,578.00	90,169.00	3,409.00
Lottery	9,613.13	8,245.92	41,891.86	110,890.22	106,850.16	4,040.06
Mandated Cost Reimbursement	1,194.85	896.14	5,078.13	13,442.11	13,442.11	(0.00)
Special Education Pass through funds - State	33,260.61	28,530.17	144,942.31	383,670.81	369,692.54	13,978.27
A-G Completion Improvement Grant	-	-	-	7,135.00	7,135.00	-
Educator Effectiveness Block Grant	-	-	-	3,178.33	3,178.33	-
ERMHS	-	-	4,142.00	33,934.08	33,934.08	-
Universal TK Grant	-	-	-	26,223.00	26,223.00	-
Total State Funding	**249,848.85**	**214,995.21**	**1,093,608.21**	**2,954,351.56**	**2,829,427.22**	**124,924.34**
Federal & Other Programs Funding						
IDEA	-	-	-	52,250.00	52,250.00	-
E-Rate	284.51	-	284.51	284.51	600.00	(315.49)
Total Federal & Other Programs Funding	**284.51**	**-**	**284.51**	**52,534.51**	**52,850.00**	**(315.49)**
Local Funding						
LCFF / General Purpose Block Grant - Local	248,263.20	213,930.82	1,082,852.02	2,866,373.00	2,737,397.00	128,976.00
Total Local Funding	**248,263.20**	**213,930.82**	**1,082,852.02**	**2,866,373.00**	**2,737,397.00**	**128,976.00**
Other Funding						
Interest	-	-	554.12	554.12	554.12	-
Miscellaneous	-	533.62	533.62	533.62	-	533.62
Total Other Funding	**-**	**533.62**	**1,087.74**	**1,087.74**	**554.12**	**533.62**
Total Revenue	**498,396.56**	**429,459.65**	**2,177,832.48**	**5,874,346.81**	**5,620,228.34**	**254,118.47**

California Connections Academy Monterey Bay
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	52,124.97	23,976.08	169,879.98	329,560.61	321,071.62	(8,488.99)
Benefits	13,291.87	6,113.90	43,319.39	84,037.95	81,873.28	(2,164.67)
Pension	3,301.39	3,276.70	13,549.96	31,585.26	29,712.50	(1,872.76)
Taxes	1,892.25	852.30	6,085.62	13,366.63	14,291.76	925.13
Total Administrative Compensation	**70,610.48**	**34,218.98**	**232,834.95**	**458,550.45**	**446,949.16**	**(11,601.29)**
Instructional Compensation						
Salaries	247,474.84	115,924.44	713,761.28	1,666,408.87	1,844,107.70	177,698.83
Benefits	63,106.08	29,560.73	183,416.30	426,341.43	471,654.63	45,313.20
Pension	25,443.86	25,818.12	83,419.57	266,732.22	281,278.72	14,546.50
Taxes	3,663.15	1,665.60	10,137.40	29,190.35	35,310.56	6,120.21
Total Instructional Compensation	**339,687.94**	**172,968.90**	**990,734.55**	**2,388,672.87**	**2,632,351.61**	**243,678.74**
Total Compensation	**410,298.42**	**207,187.88**	**1,223,569.50**	**2,847,223.33**	**3,079,300.77**	**232,077.44**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	2,037.50	1,937.50	11,625.00	23,849.72	22,973.66	(876.06)
Connexus Annual License (EMS)	24,450.00	23,250.00	139,500.00	286,196.59	275,683.90	(10,512.69)
Curriculum Postage	1,740.75	1,729.75	10,378.50	21,641.14	20,751.93	(889.21)
Direct Course Instruction Support	1,716.00	1,287.00	6,451.50	26,287.73	26,287.73	-
Educational Resource Center	5,134.50	4,882.50	29,295.00	60,101.28	57,893.62	(2,207.67)
Enrollment and Records Management	2,110.00	2,096.67	12,580.00	26,231.68	25,153.85	(1,077.83)
Facility Support Services	150.00	150.00	900.00	1,974.90	1,974.90	-
Hardware/Software - Employees	1,400.00	1,400.00	8,400.00	13,200.00	13,200.00	-
Human Resources Support	2,916.66	2,916.67	17,500.00	27,500.00	27,500.00	-
ISP Processing Fee	752.09	752.08	4,512.50	9,044.54	9,044.54	-
School Curriculum Supplies	1,041.66	1,041.67	6,250.00	9,500.00	9,500.00	-
Short-Term Sub Teaching Services	4,606.54	3,481.62	15,872.55	15,872.55	3,538.36	(12,334.19)
Special Populations Consultative Services	10,650.00	10,950.00	31,650.00	109,091.80	100,912.17	(8,179.63)
Student Technology Assistance- Laptops	16,147.92	12,889.58	77,337.50	168,475.00	144,900.00	(23,575.00)
Tangible/Intangible Instr. Materials	54,519.21	53,511.95	321,071.63	669,704.64	639,121.41	(30,583.23)
Technical Support and Repairs	6,112.50	5,812.50	34,875.00	71,549.15	68,920.98	(2,628.17)
Voice Over IP Services	-	-	-	7,920.00	7,920.00	-
Total Enrollment/Unit Based Fees	**135,485.33**	**128,089.49**	**728,199.18**	**1,548,140.72**	**1,455,277.05**	**(92,863.67)**
Revenue-Based Fees						
Marketing Services	4,731.99	4,388.93	26,333.58	54,034.04	51,637.98	(2,396.07)
School Administration	28,391.94	26,333.57	158,001.45	324,204.25	309,827.86	(14,376.39)
Treasury Services	7,097.98	6,583.39	39,500.36	81,051.06	77,456.96	(3,594.10)
Total Revenue Based Fees	**40,221.91**	**37,305.89**	**223,835.39**	**459,289.35**	**438,922.80**	**(20,366.56)**
Total Fee-Based Expenses	**175,707.24**	**165,395.38**	**952,034.57**	**2,007,430.08**	**1,894,199.84**	**(113,230.23)**

California Connections Academy Monterey Bay
Schedule Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	17,138.32	17,138.32	23,138.32	16,970.99	(6,167.33)
Student Testing & Assessment Travel	8.35	33.21	1,060.11	28,224.49	28,224.49	-
Student Testing Technology	-	-	-	12,243.82	12,243.82	-
Total Assessment	**8.35**	**17,171.53**	**18,198.43**	**63,606.63**	**57,439.30**	**(6,167.33)**
Authorizer Oversight						
District Administrative Fees	833.33	833.33	4,999.99	10,000.00	10,000.00	-
District Oversight	4,240.60	4,432.40	25,828.13	52,422.51	50,063.69	(2,358.82)
SELPA Admin Fee	1,352.53	1,399.98	8,045.07	16,444.92	15,955.68	(489.24)
STRS Reporting	200.40	200.40	1,202.40	2,404.80	2,404.80	-
Total Authorizer Oversight	**6,626.86**	**6,866.11**	**40,075.59**	**81,272.23**	**78,424.17**	**(2,848.06)**
Employee Related						
Staff Recruiting/Background Checks	22.39	11.81	552.74	2,824.35	2,824.35	-
Staff Training/Prof. Dvlpmt	3,062.62	4,681.00	56,455.73	69,185.20	69,185.20	-
Team Building	9.89	14.23	1,858.94	5,266.39	5,266.39	-
Travel and Conferences - Administration	317.85	593.05	1,196.24	5,577.49	5,577.49	-
Travel and Conferences - Teachers	58.56	26.57	979.94	10,640.03	10,640.03	-
Total Employee Related	**3,471.31**	**5,326.66**	**61,043.59**	**93,493.46**	**93,493.46**	**-**
Facilities						
Copiers/Reproduction	109.06	147.66	546.54	1,767.12	1,767.12	-
Equipment/Supplies	-	-	-	6,196.68	6,196.68	-
Expensed Furniture and Equipment	547.34	128.21	722.88	16,527.54	16,527.54	-
High-Speed Internet	77.38	41.50	570.67	3,823.67	3,823.67	-
Maintenance & Repairs	134.50	162.60	875.54	4,656.52	4,656.52	-
Office Postage	85.21	286.74	1,195.24	2,480.55	2,480.55	-
Office Rent	2,175.54	2,175.54	13,053.24	26,897.38	26,897.38	-
Office Supplies	326.08	610.38	2,632.65	3,796.67	3,796.67	-
Phone	170.12	181.64	931.27	2,837.23	2,837.23	-
Rent Operating Expense	245.41	225.40	1,372.42	3,003.21	3,003.21	-
Rent Storage Unit	34.09	27.63	663.07	1,329.13	1,329.13	-
Utilities	27.38	13.66	182.30	2,657.07	2,657.07	-
Total Facilities	**3,932.11**	**4,000.96**	**22,745.82**	**75,972.77**	**75,972.77**	**-**
Governance						
Accreditation	-	-	1,130.00	1,130.00	1,130.00	-
Banking Fees	-	-	-	417.74	417.74	-
Board-Related Expenses	-	-	-	1,064.41	1,064.41	-
Dues - School	-	10.29	4,898.75	5,385.67	5,385.67	-
Dues - Staff	16.65	23.75	1,024.35	2,065.71	2,065.71	-
Insurance Expenses	-	-	730.32	730.32	730.32	-
Total Governance	**16.65**	**34.04**	**7,783.42**	**10,793.85**	**10,793.85**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	6,220.61	6,220.61	21,103.55	21,103.55	-
Total Internet Service Provider	**-**	**6,220.61**	**6,220.61**	**21,103.55**	**21,103.55**	**-**
Instructional						
Other Curriculum	280.08	1.49	14,076.84	39,162.05	39,162.05	-
Summer School	-	-	110.00	18,987.71	18,987.71	-
Total Instructional	**280.08**	**1.49**	**14,186.84**	**58,149.76**	**58,149.76**	**-**
Professional Services						
Accounting Services/Audit	738.12	-	1,826.78	4,240.70	4,240.70	-
AERIES	-	-	4,035.92	4,035.92	4,035.92	-
Legal Services	389.03	-	547.29	19,979.24	19,979.24	-
Legal Special Education	-	1,611.31	1,611.31	6,582.99	6,582.99	-
Other School Contracted Services	883.15	7,044.81	9,668.57	27,668.57	4,987.95	(22,680.62)
Other School Expense	-	-	198.54	426.03	426.03	-
Total Professional Services	**2,010.30**	**8,656.12**	**17,888.41**	**62,933.45**	**40,252.83**	**(22,680.62)**
Student Related						
Graduation Expense	101.23	-	836.74	9,874.41	9,874.41	-
SPED Related Services	17,752.31	58,266.88	167,416.25	296,603.35	296,603.35	-
Student Activities	489.66	77.84	2,115.64	6,376.99	6,376.99	-
Total Student Related	**18,343.20**	**58,344.72**	**170,368.63**	**312,854.75**	**312,854.75**	**-**
Taxes						
Sales Tax And Use	2,675.12	2,401.35	14,408.10	28,321.58	25,877.31	(2,444.26)
Total Taxes	**2,675.12**	**2,401.35**	**14,408.10**	**28,321.58**	**25,877.31**	**(2,444.26)**
Total Other Expenses	**37,363.98**	**109,023.59**	**372,919.44**	**808,502.03**	**774,361.76**	**(34,140.27)**

California Connections Academy North Bay
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				151	148	(23.80)	2.47%
Forecasted Total Enrollment				205	201	(44.20)	1.98%
Forecasted Funded Enrollment				145	141	(22.60)	2.42%
Revenue							
State Funding	109,122.49	91,544.39	456,888.80	1,243,078.58	1,212,298.18	30,780.39	2.54%
Federal & Other Program Funding	7,887.48	-	20,646.48	225,536.06	225,847.58	(311.52)	-0.14%
Local Aid	55,700.89	49,917.91	244,871.02	648,188.00	631,104.00	17,084.00	2.71%
Other Funding Sources	162.06	171.46	529.55	668.91	500.00	168.91	33.78%
Total Revenue	**172,872.92**	**141,633.76**	**722,935.85**	**2,117,471.55**	**2,069,749.76**	**47,721.78**	**2.31%**
Program Expenses							
Compensation Expense							
Administration Staff	22,503.77	10,905.69	74,205.19	146,141.38	142,444.02	(3,697.36)	2.60%
Instructional Staff	105,634.66	54,750.24	299,428.28	737,670.85	825,616.81	87,945.96	-10.65%
Total Compensation Expense	**128,138.43**	**65,655.93**	**373,633.47**	**883,812.24**	**968,060.83**	**84,248.59**	**8.70%**
Fee Based Expenses							
Enrollment/Unit Based Fees	41,182.61	40,317.60	234,643.36	581,099.92	567,107.39	(13,992.53)	2.47%
Revenue Based Fees	13,197.43	13,535.56	81,213.38	167,245.04	163,441.19	(3,803.85)	2.33%
Total Fee Based Expenses	**54,380.04**	**53,853.16**	**315,856.74**	**748,344.96**	**730,548.58**	**(17,796.38)**	**-2.38%**
Other School Expenses							
Assessment	2.60	5,370.51	5,697.73	27,995.23	27,995.23	-	0.00%
Authorizer Oversight	1,801.18	1,901.16	11,372.12	22,779.09	22,238.50	(540.59)	2.43%
Employee Related	1,079.23	1,686.06	19,416.14	29,796.64	29,796.64	-	0.00%
Facilities	1,243.01	1,272.09	7,221.80	29,814.24	29,814.24	-	0.00%
Governance	5.18	14.78	3,511.23	6,230.33	6,230.33	-	0.00%
Internet Service Provider	-	2,402.21	2,402.21	8,000.00	8,000.00	-	0.00%
Instructional	87.10	0.47	4,539.17	18,532.50	18,532.50	-	0.00%
Professional Services	625.16	2,739.94	5,666.78	21,012.06	13,542.43	(7,469.63)	55.16%
Student Related	1,036.55	40,986.67	52,098.88	152,500.00	152,500.00	-	0.00%
Taxes	866.79	814.89	5,063.73	16,709.83	16,348.83	(361.00)	2.21%
Pending Allocation	-	-	-	-		-	0.00%
Total Other School Expenses	**6,746.80**	**57,188.78**	**116,989.79**	**333,369.92**	**324,998.70**	**(8,371.22)**	**-2.58%**
Total Program Expenses	**189,265.27**	**176,697.86**	**806,479.99**	**1,965,527.12**	**2,023,608.11**	**58,080.99**	**2.87%**
Net Increase (Decrease)	**(16,392.35)**	**(35,064.10)**	**(83,544.15)**	**151,944.43**	**46,141.65**	**151,893.43**	
Beginning fund balance	**622,558.99**	**622,558.99**	**622,558.99**	**622,558.99**			
Ending fund balance	**606,166.64**	**587,494.89**	**539,014.84**	**774,503.42**			

California Connections Academy North Bay
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Checking	$	(220.00)
Operating		1,043,939.42
Savings		163,150.90
Total Cash and Short Term Investments		***1,206,870.32***
Other Current Assets:		
Pupil Funding		154,373.00
SPED Funding State		9,385.46
Other State Receivables		(18,148.41)
Federal Programs		46,857.00
Due from CalOPS Schools		(68,009.10)
Chase-JP Morgan Receivable		3,030.00
Prepaid Expenses		1,501.09
Total Other Current Assets		***128,989.04***
Total Current Assets		***1,335,859.36***
Total Assets	***$***	***1,335,859.36***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	131,017.64
CalOPS Payroll Liability		265,004.01
CalOPS Pass-Through Expense Liability		130,071.72
Accrued Expenses		2,402.21
Deferred Rent		1,245.00
Deferred Revenue		116,101.00
Accounts Payable		151,002.94
Total Current Liabilities		***796,844.52***
Total Liabilities		***796,844.52***
FUND BALANCE		
Beginning Fund Balance		622,558.99
Change in Fund Balance		(83,544.15)
Ending Fund Balance		***539,014.84***
Total Liabilities and Fund Balance	***$***	***1,335,859.36***

California Connections Academy North Bay
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	86,096.09	77,147.53	378,483.84	1,001,869.00	975,384.00	26,485.00
LCFF / General Purpose Block Grant - State EPA	2,486.58	2,237.80	10,940.82	28,961.00	28,277.00	684.00
Lottery	2,946.62	2,651.56	12,964.71	34,318.35	33,508.61	809.74
Mandated Cost Reimbursement	444.45	333.33	1,888.89	5,000.00	5,000.00	-
Special Education Pass through funds - State	10,195.04	9,174.16	44,856.81	118,738.61	115,936.96	2,801.65
A-G Access Grant	-	-	-	6,356.67	6,356.67	-
Educator Effectiveness Block Grant	-	-	-	16,319.67	16,319.67	-
ERMHS	6,953.72	-	7,753.72	6,075.27	6,075.27	-
Universal TK Grant	-	-	-	25,440.00	25,440.00	-
Total State Funding	**109,122.49**	**91,544.39**	**456,888.80**	**1,243,078.58**	**1,212,298.18**	**30,780.39**
Federal & Other Programs Funding						
Title I	-	-	-	32,766.00	32,766.00	-
Title II	-	-	-	4,866.00	4,866.00	-
Title IV	-	-	-	10,000.00	10,000.00	-
IDEA	-	-	-	24,400.00	24,400.00	-
ESSER Funding	7,799.00	-	20,558.00	153,415.58	153,415.58	-
E-Rate	88.48	-	88.48	88.48	400.00	(311.52)
Total Federal & Other Programs Funding	**7,887.48**	**-**	**20,646.48**	**225,536.06**	**225,847.58**	**(311.52)**
Local Funding						
LCFF / General Purpose Block Grant - Local	55,700.89	49,917.91	244,871.02	648,188.00	631,104.00	17,084.00
Total Local Funding	**55,700.89**	**49,917.91**	**244,871.02**	**648,188.00**	**631,104.00**	**17,084.00**
Other Funding						
Interest	162.06	2.55	360.64	500.00	500.00	-
Miscellaneous	-	168.91	168.91	168.91	-	168.91
Total Other Funding	**162.06**	**171.46**	**529.55**	**668.91**	**500.00**	**168.91**
Total Revenue	**172,872.92**	**141,633.76**	**722,935.85**	**2,117,471.55**	**2,069,749.76**	**47,721.78**

California Connections Academy North Bay
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	16,612.38	7,641.25	54,141.25	105,031.94	102,326.48	(2,705.46)
Benefits	4,236.16	1,948.52	13,806.02	26,783.14	26,093.25	(689.89)
Pension	1,052.16	1,044.30	4,318.41	10,066.31	9,469.46	(596.85)
Taxes	603.06	271.63	1,939.50	4,259.99	4,554.83	294.84
Total Administrative Compensation	**22,503.77**	**10,905.69**	**74,205.19**	**146,141.38**	**142,444.02**	**(3,697.36)**
Instructional Compensation						
Salaries	76,958.64	36,693.82	216,377.21	515,024.67	578,785.90	63,761.23
Benefits	19,624.45	9,356.92	55,714.03	131,869.13	148,128.24	16,259.11
Pension	7,912.42	8,172.27	24,316.88	81,783.94	87,627.82	5,843.88
Taxes	1,139.15	527.22	3,020.17	8,993.12	11,074.85	2,081.73
Total Instructional Compensation	**105,634.66**	**54,750.24**	**299,428.28**	**737,670.85**	**825,616.81**	**87,945.96**
Total Compensation	**128,138.43**	**65,655.93**	**373,633.47**	**883,812.24**	**968,060.83**	**84,248.59**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	591.67	608.33	3,650.00	7,557.80	7,375.90	(182.00)
Connexus Annual License (EMS)	7,100.00	7,300.00	43,800.00	90,693.62	88,510.82	(2,182.80)
Curriculum Postage	552.75	552.75	3,316.50	6,772.76	6,641.56	(131.00)
Direct Course Instruction Support	264.00	165.00	874.50	6,939.66	6,939.66	-
Educational Resource Center	1,491.00	1,533.00	9,198.00	19,045.66	18,587.27	(458.00)
Enrollment and Records Management	670.00	670.00	4,020.00	8,209.41	8,050.37	(159.00)
Facility Support Services	75.00	75.00	450.00	629.41	629.41	-
Hardware/Software - Employees	450.00	-	2,250.00	4,893.26	5,512.33	619.07
Human Resources Support	937.50	937.50	5,625.00	10,194.30	11,484.03	1,289.73
ISP Processing Fee	223.82	234.60	1,407.61	2,902.61	2,847.57	(55.00)
School Curriculum Supplies	333.34	333.33	2,000.00	3,566.84	4,037.64	470.79
Short-Term Sub Teaching Services	1,432.52	1,102.05	5,015.48	5,015.48	2,605.96	(2,409.52)
Special Populations Consultative Services	2,550.00	2,550.00	7,500.00	25,272.52	23,674.11	(1,598.41)
Student Technology Assistance- Laptops	5,318.75	5,127.08	30,762.50	152,068.00	147,468.00	(4,600.00)
Tangible/Intangible Instr. Materials	17,417.26	17,303.96	103,823.77	211,729.22	207,307.65	(4,422.00)
Technical Support and Repairs	1,775.00	1,825.00	10,950.00	22,673.41	22,127.71	(546.00)
Voice Over IP Services	-	-	-	2,935.96	3,307.40	371.44
Total Enrollment/Unit Based Fees	**41,182.61**	**40,317.60**	**234,643.36**	**581,099.92**	**567,107.39**	**(13,992.53)**
Revenue-Based Fees						
Marketing Services	1,552.64	1,592.42	9,554.52	19,675.89	19,228.38	(447.51)
School Administration	9,315.84	9,554.51	57,327.09	118,055.33	115,370.25	(2,685.07)
Treasury Services	2,328.95	2,388.63	14,331.77	29,513.83	28,842.56	(671.27)
Total Revenue Based Fees	**13,197.43**	**13,535.56**	**81,213.38**	**167,245.04**	**163,441.19**	**(3,803.85)**
Total Fee-Based Expenses	**54,380.04**	**53,853.16**	**315,856.74**	**748,344.96**	**730,548.58**	**(17,796.38)**

California Connections Academy North Bay
Schedule Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	5,360.00	5,360.00	14,000.00	14,000.00	-
Student Testing & Assessment Travel	2.60	10.51	337.73	8,995.23	8,995.23	-
Student Testing Technology	-	-	-	5,000.00	5,000.00	-
Total Assessment	**2.60**	**5,370.51**	**5,697.73**	**27,995.23**	**27,995.23**	**-**
Authorizer Oversight						
District Oversight	1,317.30	1,397.06	8,407.83	16,790.18	16,347.65	(442.53)
SELPA Admin Fee	420.01	440.23	2,581.09	5,222.49	5,124.43	(98.06)
STRS Reporting	63.87	63.87	383.20	766.42	766.42	-
Total Authorizer Oversight	**1,801.18**	**1,901.16**	**11,372.12**	**22,779.09**	**22,238.50**	**(540.59)**
Employee Related						
Staff Recruiting/Background Checks	6.96	3.74	175.96	900.13	900.13	-
Staff Training/Prof. Dvlpmt	952.15	1,481.69	17,958.54	22,049.53	22,049.53	-
Team Building	3.07	4.50	592.34	1,678.41	1,678.41	-
Travel and Conferences - Administration	98.84	187.72	377.50	1,777.56	1,777.56	-
Travel and Conferences - Teachers	18.21	8.41	311.80	3,391.01	3,391.01	-
Total Employee Related	**1,079.23**	**1,686.06**	**19,416.14**	**29,796.64**	**29,796.64**	**-**
Facilities						
Copiers/ Reproduction	33.91	46.74	173.01	563.19	563.19	-
Equipment/Supplies	-	-	-	4,000.00	4,000.00	-
Expensed Furniture and Equipment	170.21	40.58	225.88	5,267.37	5,267.37	-
High-Speed Internet	24.07	13.14	167.02	1,218.61	1,218.61	-
Maintenance & Repairs	42.86	51.82	279.04	1,484.05	1,484.05	-
Office Postage	26.50	90.76	379.64	790.56	790.56	-
Office Rent	693.35	693.35	4,160.10	8,572.27	8,572.27	-
Office Supplies	101.40	193.20	835.18	1,210.01	1,210.01	-
Phone	52.90	57.50	295.10	904.23	904.23	-
Rent Operating Expense	78.21	71.84	437.40	957.13	957.13	-
Rent Storage Unit	10.87	8.81	211.32	4,000.00	4,000.00	-
Utilities	8.73	4.35	58.11	846.82	846.82	-
Total Facilities	**1,243.01**	**1,272.09**	**7,221.80**	**29,814.24**	**29,814.24**	**-**
Governance						
Accreditation	-	-	-	1,000.00	1,000.00	-
Banking Fees	-	4.00	4.00	1,000.00	1,000.00	-
Board-Related Expenses	-	-	-	339.23	339.23	-
Dues - School	-	3.26	2,948.19	3,000.00	3,000.00	-
Dues - Staff	5.18	7.52	326.29	658.35	658.35	-
Insurance Expenses	-	-	232.75	232.75	232.75	-
Total Governance	**5.18**	**14.78**	**3,511.23**	**6,230.33**	**6,230.33**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	2,402.21	2,402.21	8,000.00	8,000.00	-
Total Internet Service Provider	**-**	**2,402.21**	**2,402.21**	**8,000.00**	**8,000.00**	**-**
Instructional						
Other Curriculum	87.10	0.47	4,484.17	12,481.06	12,481.06	-
Summer School	-	-	55.00	6,051.44	6,051.44	-
Total Instructional	**87.10**	**0.47**	**4,539.17**	**18,532.50**	**18,532.50**	**-**
Professional Services						
Accounting Services/Audit	229.54	-	576.50	1,351.52	1,351.52	-
AERIES	-	-	1,286.26	2,000.00	2,000.00	-
Legal Services	120.98	-	171.42	6,367.44	6,367.44	-
Legal Special Education	-	510.03	510.03	2,098.02	2,098.02	-
Other School Contracted Services	274.64	2,229.91	3,059.30	9,059.30	1,589.67	(7,469.63)
Other School Expense	-	-	63.27	135.78	135.78	-
Total Professional Services	**625.16**	**2,739.94**	**5,666.78**	**21,012.06**	**13,542.43**	**(7,469.63)**
Student Related						
Graduation Expense	162.63	-	1,482.71	5,000.00	5,000.00	-
SPED Related Services	721.65	40,962.03	49,945.86	137,000.00	137,000.00	-
Student Activities	152.27	24.64	670.31	10,500.00	10,500.00	-
Total Student Related	**1,036.55**	**40,986.67**	**52,098.88**	**152,500.00**	**152,500.00**	**-**
Taxes						
Sales Tax And Use	866.79	814.89	5,063.73	16,709.83	16,348.83	(361.00)
Total Taxes	866.79	814.89	5,063.73	16,709.83	16,348.83	(361.00)
Total Other Expenses	**6,746.80**	**57,188.78**	**116,989.79**	**333,369.92**	**324,998.70**	**(8,371.22)**

California Connections Academy Northern California
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				1,773	1,766	6.35	0.36%
Forecasted Total Enrollment				2,304	2,372	(68.40)	-2.88%
Forecasted Funded Enrollment				1,696	1,691	5.67	0.34%
Revenue							
State Funding	1,640,359.69	1,174,236.06	6,929,961.97	18,566,492.71	18,364,010.48	202,482.23	1.10%
Federal & Other Program Funding	143,489.02	-	143,489.02	1,737,746.33	1,740,993.31	(3,246.98)	-0.19%
Local Aid	256,076.80	183,384.20	1,079,653.00	2,857,905.00	2,823,803.00	34,102.00	1.21%
Other Funding Sources	3,913.00	1,952.65	8,920.65	9,952.65	8,000.00	1,952.65	24.41%
Total Revenue	**2,043,838.51**	**1,359,572.91**	**8,162,024.64**	**23,172,096.69**	**22,936,806.79**	**235,289.90**	**1.03%**
Program Expenses							
Compensation Expense							
Administration Staff	230,344.46	111,628.65	759,550.74	1,486,897.46	1,448,976.96	(37,920.50)	2.62%
Instructional Staff	1,257,259.62	632,940.62	3,362,077.92	8,396,320.11	8,499,518.16	103,198.05	-1.21%
Total Compensation Expense	**1,487,604.08**	**744,569.27**	**4,121,628.66**	**9,883,217.57**	**9,948,495.12**	**65,277.55**	**0.66%**
Fee Based Expenses							
Enrollment/Unit Based Fees	490,239.53	492,469.62	2,800,394.23	5,784,562.27	5,756,496.84	(28,065.44)	0.49%
Revenue Based Fees	164,376.29	153,304.20	919,825.25	1,825,872.88	1,806,434.35	(19,438.53)	1.08%
Total Fee Based Expenses	**654,615.82**	**645,773.82**	**3,720,219.48**	**7,610,435.16**	**7,562,931.19**	**(47,503.97)**	**-0.63%**
Other School Expenses							
Assessment	30.91	10,369.63	19,744.93	264,073.51	264,073.51	-	0.00%
Authorizer Oversight	22,836.04	22,552.04	134,624.47	269,936.71	267,468.09	(2,468.62)	0.92%
Employee Related	12,848.16	19,491.70	202,774.84	304,992.97	304,992.97	-	0.00%
Facilities	13,404.74	13,606.31	75,237.26	239,286.63	239,286.63	-	0.00%
Governance	285.74	363.53	25,501.59	45,763.44	45,763.44	-	0.00%
Internet Service Provider	-	26,503.66	26,503.66	89,000.00	89,000.00	-	0.00%
Instructional	1,036.62	5.45	46,374.78	189,695.28	189,695.28	-	0.00%
Professional Services	19,371.52	31,675.13	75,144.75	173,766.39	131,312.19	(42,454.20)	32.33%
Student Related	112,612.50	3,392.32	439,304.49	1,362,000.00	1,362,000.00	-	0.00%
Taxes	9,792.12	9,761.74	58,570.44	113,352.51	111,013.13	(2,339.38)	2.11%
Total Other School Expenses	**192,218.35**	**137,721.51**	**1,103,781.21**	**3,051,867.44**	**3,004,605.24**	**(47,262.20)**	**-1.57%**
Total Program Expenses	**2,334,438.25**	**1,528,064.60**	**8,945,629.34**	**20,545,520.16**	**20,516,031.55**	**(29,488.62)**	**-0.14%**
Net Increase (Decrease)	**(290,599.73)**	**(168,491.69)**	**(783,604.70)**	**2,626,576.53**	**2,420,775.25**	**205,801.28**	
Beginning fund balance	**2,304,528.42**	**2,304,528.42**	**2,304,528.42**	**2,304,528.42**		**2,304,528.42**	
Ending fund balance	**2,013,928.69**	**2,136,036.73**	**1,520,923.72**	**4,931,104.95**		**4,931,104.95**	

California Connections Academy Northern California
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Operating	$	883,607.76
Holding		6,861,401.15
Petty Cash		300.75
Total Cash and Short Term Investments		***7,745,309.66***
Other Current Assets:		
Pupil Funding		1,525,489.92
SPED Funding State		(83,220.39)
Other State Receivables		59,374.69
Federal Programs		303,325.00
Due from CalOPS Schools		(43,073.07)
Prepaid Expenses		181,660.00
Total Other Current Assets		***1,943,556.15***
Total Current Assets		***9,688,865.81***
Total Assets	***$***	***9,688,865.81***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Online and Blended Learning	$	1,829,612.34
CalOPS Payroll Liability		2,961,062.34
CalOPS Pass Through Expense Liability		1,171,840.93
Accrued Expenses		26,503.66
Deferred Rent		8,658.00
Deferred Revenue		1,378,483.75
Accounts Payable		791,781.08
Total Current Liabilities		***8,167,942.10***
Total Liabilities		***8,167,942.10***
FUND BALANCE		
Beginning Fund Balance		2,304,528.42
Change in Fund Balance		(783,604.70)
Ending Fund Balance		***1,520,923.72***
Total Liabilities and Fund Balance	***$***	***9,688,865.81***

California Connections Academy Northern California
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	1,029,454.40	737,221.91	4,340,312.31	11,489,062.00	11,351,969.00	137,093.00
LCFF / General Purpose Block Grant - State EPA	446,017.78	319,406.38	1,880,468.60	4,977,711.00	4,918,314.00	59,397.00
Lottery	36,054.19	25,682.35	151,872.00	402,014.11	400,670.53	1,343.58
Mandated Cost Reimbursement	4,088.89	3,066.67	17,377.78	46,000.00	46,000.00	-
Special Education Pass through funds - State	124,744.43	88,858.75	525,464.29	1,390,934.88	1,386,286.22	4,648.66
A-G Completion Improvement Grant	-	-	-	41,382.67	41,382.67	-
Educator Effectiveness Block Grant	-	-	-	59,690.33	59,690.33	-
ERMHS	-	-	14,467.00	103,851.73	103,851.73	-
Universal TK Grant	-	-	-	55,846.00	55,846.00	-
Total State Funding	**1,640,359.69**	**1,174,236.06**	**6,929,961.97**	**18,566,492.71**	**18,364,010.48**	**202,482.23**
Federal & Other Programs Funding						
Title I	-	-	-	238,019.00	238,019.00	-
Title II	-	-	-	40,655.00	40,655.00	-
Title IV	-	-	-	16,266.00	16,266.00	-
IDEA	-	-	-	186,500.00	186,500.00	-
E-Rate	1,053.02	-	1,053.02	1,053.02	4,300.00	(3,246.98)
ESSER Funding	142,436.00	-	142,436.00	1,255,253.31	1,255,253.31	-
Total Federal & Other Programs Funding	**143,489.02**	**-**	**143,489.02**	**1,737,746.33**	**1,740,993.31**	**(3,246.98)**
Local Funding						
LCFF / General Purpose Block Grant - Local	256,076.80	183,384.20	1,079,653.00	2,857,905.00	2,823,803.00	34,102.00
Total Local Funding	**256,076.80**	**183,384.20**	**1,079,653.00**	**2,857,905.00**	**2,823,803.00**	**34,102.00**
Other Funding						
Interest	3,913.00	-	6,968.00	8,000.00	8,000.00	-
Miscellaneous	-	1,952.65	1,952.65	1,952.65	-	1,952.65
Total Other Funding	**3,913.00**	**1,952.65**	**8,920.65**	**9,952.65**	**8,000.00**	**1,952.65**
Total Revenue	**2,043,838.51**	**1,359,572.91**	**8,162,024.64**	**23,172,096.69**	**22,936,806.79**	**235,289.90**

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California Connections Academy Northern California
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	170,041.32	78,214.40	554,179.97	1,075,087.74	1,047,395.10	(27,692.64)
Benefits	43,360.53	19,944.67	141,315.89	274,147.37	267,085.77	(7,061.60)
Pension	10,769.75	10,689.22	44,202.46	103,036.96	96,927.69	(6,109.27)
Taxes	6,172.86	2,780.36	19,852.41	34,625.39	37,568.40	2,943.01
Total Administrative Compensation	**230,344.46**	**111,628.65**	**759,550.74**	**1,486,897.46**	**1,448,976.96**	**(37,920.50)**
Instructional Compensation						
Salaries	915,958.72	424,199.30	2,424,270.07	5,854,935.48	5,956,987.18	102,051.70
Benefits	233,569.47	108,170.82	623,367.61	1,498,187.29	1,524,210.47	26,023.18
Pension	94,173.31	94,475.60	280,277.20	940,421.00	904,307.60	(36,113.40)
Taxes	13,558.12	6,094.90	34,163.04	102,776.35	114,012.91	11,236.56
Total Instructional Compensation	**1,257,259.62**	**632,940.62**	**3,362,077.92**	**8,396,320.11**	**8,499,518.16**	**103,198.05**
Total Compensation	**1,487,604.08**	**744,569.27**	**4,121,628.66**	**9,883,217.57**	**9,948,495.12**	**65,277.55**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	7,816.67	7,450.00	44,700.00	88,627.29	88,309.89	(317.40)
Community Outreach	4,166.66	4,166.67	25,000.00	50,000.00	50,000.00	-
Connexus Annual License (EMS)	93,800.00	89,400.00	536,400.00	1,063,527.50	1,059,718.69	(3,808.81)
Curriculum Postage	5,709.00	6,358.00	38,148.00	76,018.00	78,275.71	2,257.70
Direct Course Instruction Support	3,520.00	2,640.00	13,323.75	47,824.95	47,824.95	-
Educational Resource Center	19,698.00	18,774.00	112,644.00	223,340.77	222,540.92	(799.85)
Enrollment and Records Management	6,920.00	7,706.67	46,240.00	92,143.03	94,879.64	2,736.61
Facility Support Services	525.00	525.00	3,150.00	6,442.48	6,442.48	-
Hardware/Software - Employees	4,700.00	4,700.00	28,200.00	56,210.58	56,423.25	212.66
Human Resources Support	9,791.66	9,791.67	58,750.00	117,105.38	117,548.43	443.05
ISP Processing Fee	2,774.99	2,990.49	17,942.90	35,913.88	36,532.26	618.38
School Curriculum Supplies	3,416.66	3,416.67	20,500.00	40,973.54	41,328.51	354.96
Short-Term Sub Teaching Services	17,049.80	12,740.21	55,184.12	55,184.12	25,835.74	(29,348.38)
Special Populations Consultative Services	42,750.00	42,900.00	126,750.00	430,228.94	416,102.34	(14,126.60)
Student Technology Assistance- Laptops	66,220.84	60,470.83	362,825.00	754,975.00	708,400.00	(46,575.00)
Tangible/Intangible Instr. Materials	177,930.25	196,089.41	1,176,536.46	2,346,438.59	2,407,550.41	61,111.82
Technical Support and Repairs	23,450.00	22,350.00	134,100.00	265,881.87	264,929.67	(952.20)
Voice Over IP Services	-	-	-	33,726.35	33,853.95	127.59
Total Enrollment/Unit Based Fees	**490,239.53**	**492,469.62**	**2,800,394.23**	**5,784,562.27**	**5,756,496.84**	**(28,065.44)**
Revenue-Based Fees						
Marketing Services	19,338.39	18,035.79	108,214.74	214,808.57	212,521.69	(2,286.89)
School Administration	116,030.32	108,214.73	649,288.41	1,288,851.45	1,275,130.13	(13,721.32)
Treasury Services	29,007.58	27,053.68	162,322.10	322,212.86	318,782.53	(3,430.33)
Total Revenue Based Fees	**164,376.29**	**153,304.20**	**919,825.25**	**1,825,872.88**	**1,806,434.35**	**(19,438.53)**
Total Fee-Based Expenses	**654,615.82**	**645,773.82**	**3,720,219.48**	**7,610,435.16**	**7,562,931.19**	**(47,503.97)**

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California Connections Academy Northern California
Schedule Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	-	10,248.10	16,269.78	131,000.00	131,000.00	-
Student Testing & Assessment Travel	30.91	121.53	3,475.15	92,073.51	92,073.51	-
Student Testing Technology	-	-	-	41,000.00	41,000.00	-
Total Assessment	**30.91**	**10,369.63**	**19,744.93**	**264,073.51**	**264,073.51**	**-**
Authorizer Oversight						
District Administrative Fees	833.33	833.33	5,000.00	10,000.00	10,000.00	-
District Oversight	16,330.73	16,108.94	96,593.13	193,246.78	190,940.86	(2,305.92)
SELPA Admin Fee	5,018.23	4,956.02	29,108.88	58,845.03	58,682.33	(162.70)
STRS Reporting	653.74	653.74	3,922.45	7,844.90	7,844.90	-
Total Authorizer Oversight	**22,836.04**	**22,552.04**	**134,624.47**	**269,936.71**	**267,468.09**	**(2,468.62)**
Employee Related						
Staff Recruiting/Background Checks	82.85	43.19	1,817.63	9,213.55	9,213.55	-
Staff Training/Prof. Dvlpmt	11,335.52	17,129.08	187,372.55	225,694.93	225,694.93	-
Team Building	36.60	52.07	6,074.22	17,179.95	17,179.95	-
Travel and Conferences - Administration	1,176.44	2,170.15	4,277.41	18,194.79	18,194.79	-
Travel and Conferences - Teachers	216.75	97.21	3,233.03	34,709.75	34,709.75	-
Total Employee Related	**12,848.16**	**19,491.70**	**202,774.84**	**304,992.97**	**304,992.97**	**-**
Facilities						
Copiers/ Reproduction	403.64	540.35	1,889.43	5,764.66	5,764.66	-
Equipment/Supplies	-	-	-	11,000.00	11,000.00	-
Expensed Furniture and Equipment	2,025.82	469.16	2,649.40	53,915.89	53,915.89	-
High-Speed Internet	286.42	151.85	1,816.28	12,473.52	12,473.52	-
Maintenance & Repairs	438.76	530.42	2,856.17	15,190.43	15,190.43	-
Office Postage	315.39	1,049.27	4,050.40	8,092.00	8,092.00	-
Office Rent	8,089.77	6,104.27	42,582.12	87,744.24	87,744.24	-
Office Supplies	214.14	3,226.29	8,973.71	12,385.43	12,385.43	-
Phone	629.65	664.67	3,184.81	9,255.55	9,255.55	-
Rent Operating Expense	800.59	804.25	4,546.04	9,797.04	9,797.04	-
Rent Storage Unit	111.22	21.22	2,094.16	5,000.00	5,000.00	-
Utilities	89.34	44.56	594.74	8,667.87	8,667.87	-
Total Facilities	**13,404.74**	**13,606.31**	**75,237.26**	**239,286.63**	**239,286.63**	**-**
Governance						
Accreditation	-	-	1,170.00	1,170.00	1,170.00	-
Banking Fees	224.10	238.96	1,387.01	5,000.00	5,000.00	-
Board-Related Expenses	-	-	-	3,472.30	3,472.30	-
Dues - School	-	37.65	17,203.74	27,000.00	27,000.00	-
Dues - Staff	61.64	86.92	3,358.41	6,738.71	6,738.71	-
Insurance Expenses	-	-	2,382.43	2,382.43	2,382.43	-
Total Governance	**285.74**	**363.53**	**25,501.59**	**45,763.44**	**45,763.44**	**-**
Internet Service Provider						
ISP Payment Reimbursement	-	26,503.66	26,503.66	89,000.00	89,000.00	-
Total Internet Service Provider	**-**	**26,503.66**	**26,503.66**	**89,000.00**	**89,000.00**	**-**
Instructional						
Other Curriculum	1,036.62	5.45	46,044.78	127,753.86	127,753.86	-
Summer School	-	-	330.00	61,941.42	61,941.42	-
Total Instructional	**1,036.62**	**5.45**	**46,374.78**	**189,695.28**	**189,695.28**	**-**
Professional Services						
Accounting Services/Audit	2,731.93	-	6,283.35	13,833.96	13,833.96	-
AERIES	-	-	13,165.91	13,165.91	13,165.91	-
Legal Services	13,370.87	-	13,887.13	65,175.98	65,175.98	-
Legal Special Education	-	5,896.24	6,207.21	21,474.94	21,474.94	-
Other School Contracted Services	3,268.72	25,778.89	34,725.82	58,725.82	16,271.62	(42,454.20)
Other School Expense	-	-	875.33	1,389.78	1,389.78	-
Total Professional Services	**19,371.52**	**31,675.13**	**75,144.75**	**173,766.39**	**131,312.19**	**(42,454.20)**
Student Related						
Graduation Expense	-	-	4,034.93	10,000.00	10,000.00	-
SPED Related Services	105,436.18	88.78	408,189.37	1,324,000.00	1,324,000.00	-
Student Activities	7,176.32	3,303.54	27,080.19	28,000.00	28,000.00	-
Total Student Related	**112,612.50**	**3,392.32**	**439,304.49**	**1,362,000.00**	**1,362,000.00**	**-**
Taxes						
Sales Tax And Use	9,792.12	9,761.74	58,570.44	113,352.51	111,013.13	(2,339.38)
Total Taxes	**9,792.12**	**9,761.74**	**58,570.44**	**113,352.51**	**111,013.13**	**(2,339.38)**
Total Other Expenses	**192,218.35**	**137,721.51**	**1,103,781.21**	**3,051,867.44**	**3,004,605.24**	**(47,262.20)**

California Connections Academy Southern California
Revenue and Expense Statement
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $	Forecast vs Budget %
Forecasted Enrollment							
Forecasted ADM				5,127	5,114	12	0.00%
Forecasted Total Enrollment				6,633	6,638	(4)	0.00%
Forecasted Funded Enrollment				4,932	4,922	11	0.21%
Revenue							
State Funding	1,760,069.85	1,351,261.51	7,555,502.95	20,551,558.18	20,425,626.15	125,932.03	0.00%
Federal & Other Program Funding	3,020.87	-	3,020.87	4,953,828.44	4,962,207.57	(8,379.13)	-0.17%
Local Aid	3,715,557.42	2,854,945.36	15,859,396.33	41,980,755.00	41,649,189.00	331,566.00	0.80%
Other Funding Sources	3,111.61	5,612.65	14,224.61	10,000.00	10,000.00	-	0.00%
Total Revenue	**5,481,759.75**	**4,211,819.51**	**23,432,144.76**	**67,496,141.62**	**67,047,022.72**	**449,118.90**	**0.67%**
Program Expenses							
Compensation Expense							
Administration Staff	648,937.14	314,485.43	2,139,841.65	4,214,252.84	4,107,632.58	(106,620.26)	-2.60%
Instructional Staff	3,606,767.84	1,819,311.96	9,393,825.20	23,839,187.92	23,766,340.85	(72,847.07)	-0.31%
Total Compensation Expense	**4,255,704.98**	**2,133,797.38**	**11,533,666.85**	**28,053,440.76**	**27,873,973.43**	**(179,467.33)**	**-0.64%**
Fee Based Expenses							
Enrollment/Unit Based Fees	1,381,966.18	1,413,797.74	8,069,772.37	16,938,272.52	16,592,111.49	(346,161.04)	-2.09%
Revenue Based Fees	447,530.73	441,834.54	2,651,007.25	5,322,363.76	5,284,925.94	(37,437.81)	-0.71%
Total Fee Based Expenses	**1,829,496.91**	**1,855,632.28**	**10,720,779.62**	**22,260,636.28**	**21,877,037.43**	**(383,598.85)**	**-1.75%**
Other School Expenses							
Assessment	885.24	64,887.92	48,846.19	830,393.79	830,393.79	-	0.00%
Authorizer Oversight	63,632.74	64,058.12	373,303.50	757,652.20	752,885.44	(4,766.76)	-0.63%
Employee Related	36,855.75	56,026.58	573,039.60	859,240.39	859,240.39	-	0.00%
Facilities	38,015.16	39,708.26	210,787.58	769,053.49	769,053.49	-	0.00%
Governance	984.45	1,036.56	87,777.16	113,897.70	105,951.07	(7,946.63)	-7.50%
Internet Service Provider	-	76,356.23	76,356.23	234,356.23	287,000.00	52,643.77	18.34%
Instructional	2,973.81	15.67	130,433.22	534,418.37	534,418.37	-	0.00%
Professional Services	21,344.75	91,046.31	206,337.24	453,569.97	369,938.80	(83,631.17)	-22.61%
Student Related	89,514.80	511,368.05	1,608,177.06	4,151,000.00	4,151,000.00	-	0.00%
Other (Income) and Expense	-	-	(84,581.00)	(84,581.00)	(84,581.00)	-	0.00%
Taxes	26,192.99	26,439.95	158,818.41	323,462.74	311,078.01	(12,384.73)	-3.98%
Pending Allocation	73,297.12	4,294.94	83,247.57	-	-	-	0.00%
Total Other School Expenses	**353,696.81**	**935,238.59**	**3,472,542.76**	**8,942,463.88**	**8,886,378.36**	**(56,085.52)**	**-0.63%**
Total Program Expenses	**6,438,898.70**	**4,924,668.25**	**25,726,989.22**	**59,256,540.92**	**58,637,389.22**	**(619,151.70)**	**-1.06%**
Net Increase (Decrease)	**(957,138.95)**	**(712,848.74)**	**(2,294,844.47)**	**8,239,600.70**	**8,409,633.51**	**(170,032.80)**	
Beginning fund balance	**9,607,874.68**	**9,607,874.68**	**9,607,874.68**	**9,607,874.68**			
Ending fund balance	**8,650,735.73**	**8,895,025.94**	**7,313,030.21**	**17,847,475.38**			

California Connections Academy Southern California
Balance Sheet
December 31, 2022

ASSETS		
Cash and Short Term Investments:		
Payroll	$	1,525,694.35
Operating Account		3,271,832.80
Holding		13,292,081.23
OCDE Cash Account		(138,392.92)
Petty Cash		300.00
Total Cash and Short Term Investments		***17,951,515.46***
Other Current Assets:		
Pupil Funding		(1,452,115.96)
SPED Funding State		(469,824.76)
Other State Receivables		147,775.09
Federal Programs		602,773.00
Due from CalOPS Schools		143,345.60
Prepaid Expenses		60,781.43
Total Other Current Assets		***(967,265.59)***
Total Current Assets		***16,984,249.87***
Fixed Assets:		
Office Equipment - Shelving System		32,521.50
Accumulated Depreciation		(9,395.30)
Net Fixed Assets		***23,126.20***
Other Assets:		
Rent Deposit InterPres Corporation		20,287.30
Total Other Assets		***20,287.30***
Total Assets	***$***	***17,027,663.37***
LIABILITIES		
Current Liabilities:		
Due to (from) Pearson Virtual Schools	$	9,352,938.90
CalOPS Payroll Liability		(5,325,996.74)
CalOPS Pass Through Expense Liability		(2,181,128.45)
Pension Payable		1,571,650.82
Accrued Expenses		76,356.23
Accrued Credit Card Expenses		83,247.57
Deferred Rent		25,606.00
Deferred Revenue		4,103,725.70
Accounts Payable		2,008,233.13
Total Current Liabilities		***9,714,633.16***
Total Liabilities		***9,714,633.16***
FUND BALANCE		
Beginning Fund Balance		9,607,874.68
Change in Fund Balance		(2,294,844.47)
Ending Fund Balance		***7,313,030.21***
Total Liabilities and Fund Balance	***$***	***17,027,663.37***

California Connections Academy Southern California
Schedule of Revenue
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $
Revenue						
State Funding						
LCFF / General Purpose Block Grant - State	1,198,562.14	921,117.18	5,116,084.64	13,542,577.00	13,429,941.00	112,636.00
LCFF / General Purpose Block Grant - State EPA	87,346.75	66,944.11	372,657.76	986,447.00	984,332.00	2,115.00
Lottery	103,505.91	79,328.90	441,599.58	1,168,940.08	1,166,433.07	2,507.01
Mandated Cost Reimbursement	12,533.34	9,400.00	53,266.67	141,000.00	141,000.00	-
Special Education Pass through funds - State	358,121.71	274,471.31	1,527,897.29	4,044,434.02	4,035,759.99	8,674.03
A-G Completion Improvement Grant	-	-	-	116,494.00	116,494.00	-
Educator Effectiveness Block Grant	-	-	-	178,141.67	178141.67	-
ERMHS	-	-	43,997.00	257,613.42	257,613.42	-
Universal TK Grant	-	-	-	115,911.00	115,911.00	-
Total State Funding	**1,760,069.85**	**1,351,261.51**	**7,555,502.95**	**20,551,558.18**	**20,425,626.15**	**125,932.03**
Federal & Other Programs Funding						
Title I	-	-	-	776,266.00	776,266.00	-
Title II	-	-	-	129,900.00	129,900.00	-
Title IV	-	-	-	54,862.00	54,862.00	-
IDEA	-	-	-	568,050.00	568,050.00	-
E-Rate	3,020.87	-	3,020.87	3,020.87	11,400.00	(8,379.13)
ESSER Funding	-	-	-	3,421,729.57	3,421,729.57	-
Total Federal & Other Programs Funding	**3,020.87**	**-**	**3,020.87**	**4,953,828.44**	**4,962,207.57**	**(8,379.13)**
Local Funding						
LCFF / General Purpose Block Grant - Local	3,715,557.42	2,854,945.36	15,859,396.33	41,980,755.00	41,649,189.00	331,566.00
Total Local Funding	**3,715,557.42**	**2,854,945.36**	**15,859,396.33**	**41,980,755.00**	**41,649,189.00**	**331,566.00**
Other Funding						
Interest	3,111.61	-	8,611.96	10,000.00	10,000.00	-
Miscellaneous	-	5,612.65	5,612.65	-		-
Total Other Funding	**3,111.61**	**5,612.65**	**14,224.61**	**10,000.00**	**10,000.00**	**-**
Total Revenue	**5,481,759.75**	**4,211,819.51**	**23,432,144.76**	**67,496,141.62**	**67,047,022.72**	**449,118.90**

California Connections Academy Southern California
Schedule of Fees
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $
SCHEDULE OF COMPENSATION:						
Administrative Compensation						
Salaries	479,048.30	220,349.25	1,561,261.58	3,028,787.18	2,950,770.21	(78,016.97)
Benefits	122,157.31	56,189.06	398,121.69	772,340.71	752,446.45	(19,894.26)
Pension	30,341.04	30,114.16	124,529.24	290,280.50	273,069.20	(17,211.30)
Taxes	17,390.48	7,832.95	55,929.14	122,844.45	131,346.72	8,502.27
Total Administrative Compensation	**648,937.14**	**314,485.43**	**2,139,841.65**	**4,214,252.84**	**4,107,632.58**	**(106,620.26)**
Instructional Compensation						
Salaries	2,627,659.71	1,219,310.05	6,781,167.82	16,625,192.86	16,662,288.39	37,095.53
Benefits	670,053.23	310,924.06	1,744,987.73	4,255,214.12	4,264,673.48	9,459.36
Pension	270,160.00	271,558.78	772,777.60	2,667,008.40	2,520,576.74	(146,431.66)
Taxes	38,894.90	17,519.07	94,892.05	291,772.54	318,802.24	27,029.70
Total Instructional Compensation	**3,606,767.84**	**1,819,311.96**	**9,393,825.20**	**23,839,187.92**	**23,766,340.85**	**(72,847.07)**
Total Compensation	**4,255,704.98**	**2,133,797.38**	**11,533,666.85**	**28,053,440.76**	**27,873,973.43**	**(179,467.33)**
SCHEDULE OF FEES:						
Enrollment/Unit-Based Fees						
Accounting and Regulatory Reporting	21,141.67	21,275.00	127,650.00	256,325.05	255,721.81	(603.24)
Community Outreach	45,833.34	45,833.33	275,000.00	550,000.00	550,000.00	-
Connexus Annual License (EMS)	253,700.00	255,300.00	1,531,800.00	3,075,900.64	3,068,661.72	(7,238.91)
Curriculum Postage	16,093.00	17,820.00	106,920.00	218,898.31	219,041.46	143.14
Direct Course Instruction Support	11,352.00	8,679.00	42,957.75	154,844.33	154,844.33	-
Educational Resource Center	53,277.00	53,613.00	321,678.00	645,939.13	644,418.96	(1,520.17)
Enrollment and Records Management	19,506.67	21,600.00	129,600.00	265,331.29	265,504.80	173.51
Facility Support Services	1,525.00	1,525.00	9,150.00	18,150.06	18,150.06	-
Hardware/Software - Employees	13,200.00	13,200.00	79,200.00	161,291.85	158,958.19	(2,333.66)
Human Resources Support	27,500.00	27,500.00	165,000.00	336,024.69	331,162.90	(4,861.79)
ISP Processing Fee	7,927.58	8,828.27	52,969.63	109,015.66	108,641.33	(374.33)
Special Populations Consultative Services	110,550.00	112,200.00	331,950.00	1,127,551.96	1,095,899.77	(31,652.19)
School Curriculum Supplies	9,875.00	9,708.33	58,250.00	117,570.37	116,432.61	(1,137.76)
Short-Term Sub Teaching Services	48,911.67	36,620.21	157,073.35	157,073.35	32,518.85	(124,554.50)
Student Technology Assistance- Laptops	176,189.58	167,947.92	1,007,687.50	2,142,450.00	1,990,650.00	(151,800.00)
Tangible/Intangible Instr. Materials	501,958.67	548,322.68	3,289,936.14	6,736,155.55	6,718,964.35	(17,191.20)
Technical Support and Repairs	63,425.00	63,825.00	382,950.00	768,975.16	767,165.43	(1,809.73)
Voice Over IP Services	-	-	-	96,775.11	95,374.92	(1,400.20)
Total Enrollment/Unit Based Fees	**1,381,966.18**	**1,413,797.74**	**8,069,772.37**	**16,938,272.52**	**16,592,111.49**	**(346,161.04)**
Revenue-Based Fees						
Marketing Services	52,650.67	51,980.54	311,883.21	626,160.44	621,755.99	(4,404.45)
School Administration	315,904.05	311,883.20	1,871,299.23	3,756,962.65	3,730,535.96	(26,426.69)
Treasury Services	78,976.01	77,970.80	467,824.81	939,240.66	932,633.99	(6,606.67)
Total Revenue Based Fees	**447,530.73**	**441,834.54**	**2,651,007.25**	**5,322,363.76**	**5,284,925.94**	(37,437.81)
Total Fee-Based Expenses	**1,829,496.91**	**1,855,632.28**	**10,720,779.62**	**22,260,636.28**	**21,877,037.43**	**(383,598.85)**

California Connections Academy Southern California
Schedule of Other Expenses
For the Period Ended December 31, 2022

	November-22 Actual	December-22 Actual	YTD Actual	Annual Forecast	Revised Budget 10/25/2022	Forecast vs Budget $
SCHEDULE OF OTHER SCHOOL EXPENSES:						
Assessment						
Student Testing & Assessment Facilities & Services	796.57	64,538.59	96,960.80	316,000.00	316,000.00	-
Student Testing & Assessment Travel	88.67	349.33	9,798.95	259,393.79	259,393.79	-
Student Testing Technology	-	-	(57,913.56)	255,000.00	255,000.00	-
Total Assessment	**885.24**	**64,887.92**	**48,846.19**	**830,393.79**	**830,393.79**	**-**
Authorizer Oversight						
District Oversight	47,359.73	47,707.28	278,854.14	565,097.79	560,634.62	(4,463.17)
SELPA Admin Fee	14,431.26	14,509.09	83,398.86	170,453.41	170,149.82	(303.59)
STRS Reporting	1,841.75	1,841.75	11,050.50	22,101.00	22,101.00	-
Total Authorizer Oversight	**63,632.74**	**64,058.12**	**373,303.50**	**757,652.20**	**752,885.44**	**(4,766.76)**
Employee Related						
Staff Recruiting/Background Checks	237.65	124.15	5,127.40	25,956.85	25,956.85	-
Staff Training/Prof. Dvlpmt	32,516.41	49,235.50	529,434.78	635,838.25	635,838.25	-
Team Building	104.99	149.68	17,117.41	48,400.15	48,400.15	-
Travel and Conferences - Administration	3,374.91	6,237.83	12,235.08	51,259.21	51,259.21	-
Travel and Conferences - Teachers	621.79	279.42	9,124.93	97,785.93	97,785.93	-
Total Employee Related	**36,855.75**	**56,026.58**	**573,039.60**	**859,240.39**	**859,240.39**	**-**
Facilities						
Copiers/ Reproduction	1,157.95	1,553.16	5,374.63	16,240.48	16,240.48	-
Depreciation	-	1,084.08	1,084.08	3,000.00	3,000.00	-
Equipment/Supplies	-	-	-	124,000.00	124,000.00	-
Expensed Furniture and Equipment	5,811.59	1,348.56	7,595.19	151,894.35	151,894.35	-
High-Speed Internet	821.67	436.47	4,938.94	35,140.98	35,140.98	-
Maintenance & Repairs	1,236.11	1,494.30	8,046.52	42,795.20	42,795.20	-
Office Postage	904.77	3,016.00	11,487.20	22,797.16	22,797.16	-
Office Rent	19,994.04	19,994.04	119,964.24	247,197.15	247,197.15	-
Office Supplies	3,462.28	6,420.02	22,870.92	34,892.80	34,892.80	-
Phone	1,806.31	1,910.53	9,042.82	26,075.18	26,075.18	-
Rent Operating Expense	2,255.45	2,071.53	12,613.10	27,600.68	27,600.68	-
Rent Storage Unit	313.32	254.02	6,093.99	13,000.00	13,000.00	-
Utilities	251.67	125.55	1,675.95	24,419.51	24,419.51	-
Total Facilities	**38,015.16**	**39,708.26**	**210,787.58**	**769,053.49**	**769,053.49**	**-**
Governance						
Accreditation	-	-	1,130.00	1,130.00	1,130.00	-
Banking Fees	612.62	678.50	4,176.79	11,000.00	11,000.00	-
Board-Related Expenses	-	-	-	9,782.33	9,782.33	-
Dues - School	195.00	108.21	66,288.87	66,288.87	58,342.24	(7,946.63)
Dues - Staff	176.83	249.85	9,469.61	18,984.61	18,984.61	-
Insurance Expenses	-	-	6,711.89	6,711.89	6,711.89	-
Total Governance	**984.45**	**1,036.56**	**87,777.16**	**113,897.70**	**105,951.07**	**(7,946.63)**
Internet Service Provider						
ISP Payment Reimbursement	-	76,356.23	76,356.23	234,356.23	287,000.00	52,643.77
Total Internet Service Provider	**-**	**76,356.23**	**76,356.23**	**234,356.23**	**287,000.00**	**52,643.77**
Instructional						
Other Curriculum	2,973.81	15.67	129,773.22	359,914.12	359,914.12	-
Summer School	-	-	660.00	174,504.25	174,504.25	-
Total Instructional	**2,973.81**	**15.67**	**130,433.22**	**534,418.37**	**534,418.37**	**-**
Professional Services						
Accounting Services/Audit	7,837.23	-	17,842.45	38,973.66	38,973.66	-
AERIES	-	-	37,091.62	37,091.62	37,091.62	-
Legal Services	4,130.62	-	13,215.54	183,616.81	183,616.81	-
Legal Special Education	-	16,948.04	36,659.27	60,500.19	60,500.19	-
Other School Contracted Services	9,377.14	74,098.27	99,472.34	129,472.34	45,841.17	(83,631.17)
Other School Expense	(0.24)	-	2,056.02	3,915.35	3,915.35	-
Total Professional Services	**21,344.75**	**91,046.31**	**206,337.24**	**453,569.97**	**369,938.80**	**(83,631.17)**
Student Related						
Graduation Expense	785.33	990.65	8,043.25	55,000.00	55,000.00	-
SPED Related Services	84,409.19	508,040.15	1,544,114.36	3,997,000.00	3,997,000.00	-
Student Activities	4,320.28	2,337.25	56,019.45	99,000.00	99,000.00	-
Total Student Related	**89,514.80**	**511,368.05**	**1,608,177.06**	**4,151,000.00**	**4,151,000.00**	**-**
Other (Income) and Expense						
Gain from Insurance Claims	-	-	(84,581.00)	(84,581.00)	(84,581.00)	-
Total Other (Income) and Expense	**-**	**-**	**(84,581.00)**	**(84,581.00)**	**(84,581.00)**	**-**
Taxes						
Sales Tax And Use	26,192.99	26,439.95	158,818.41	323,462.74	311,078.01	(12,384.73)
Total Taxes	**26,192.99**	**26,439.95**	**158,818.41**	**323,462.74**	**311,078.01**	**(12,384.73)**
Pending Allocation						
Expenses Pending Allocation	73,297.12	4,294.94	83,247.57	-	-	-
Total Pending Allocation	**73,297.12**	**4,294.94**	**83,247.57**	**-**	**-**	**-**
Total Other Expenses	**353,696.81**	**935,238.59**	**3,472,542.76**	**8,942,463.88**	**8,886,378.36**	**(56,085.52)**

California Online Public Schools (CalOPS)

Board Meeting Minutes

DATE: Tue December 6th, 2022

TIME: 3:30 p.m. PST

CalCA North Bay School Phone: (707) 232-5470 School Fax: (707) 987-5570
CalCA Central Valley School Phone: (559) 571-2300 School Fax: (559) 746-0497
CalCA Central Coast School Phone: (661) 230-9820 School Fax: (661) 568-0053
CalCA Monterey Bay School Phone: (831) 200-1006 School Fax: (831) 401-2669
CalCA Northern California School Phone: (209) 253-1208 School Fax: (209) 253-0406
CalCA Southern California School Phone: (949) 461-1667 School Fax: (949) 240-7895

Teleconference: 800-504-8071 Access Code: 843-8063#

I. **Call to Order**

Ms. Pavlich called the meeting to order at 3:33 p.m. when all participants were present and able to hear each other. It was noted that both the SoCal and NorCal offices were open for in person attendance by members of the public.

II. **Roll Call**

Board Members Present at Roll Call: Elaine Pavlich (in person at CalCA Southern California), Diana Rivas, Eric Wickliffe, Michael Henjum and Paul Hedrick (via teleconference);

Board Members Absent: Adam Pulsipher;

Board Members Joined During the Meeting: Diana Rivas;

Guests Present: Dr. Richard Savage, Superintendent, Dr. Richie Romero, Deputy Superintendent; Lachelle Carter, Leslie Dombek, Dan Hertzler, and Eva McGahey, School staff; Tanya Snyder, Pearson Virtual Schools Staff (all in person at CalCA Southern California), Bernie Jamero (in person at NorCal Office), Heather Tamayo and Marcus White, School staff (via teleconference), Chandre Sanchez Reyes, Eileen Sigmund, Donna Kozub; Pearson Virtual Schools Staff (via teleconference).

III. **Review and Consideration of Board Member Candidate: Melissa Nunez**

Ms. Pavlich led a discussion on Board member candidate Melissa Nunez and reviewed her qualifications as well as her interests in serving on the Board. Board members discussed the candidate in detail and noted their support of her nomination to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the review and consideration of Board member candidate Melissa Nunez, is hereby approved.

The motion passed unanimously.

IV. **Public Comment**

There were no public comments at this time.

V. **Routine Business**

a. Approval of Agenda

Ms. Pavlich asked the Board to review the Agenda distributed prior to the meeting and posted in compliance with the Brown Act requirements. There being no changes noted, the following motion was made and seconded as follows:

RESOLVED, that the Agenda for the December 6, 2022 Board meeting, as presented, is hereby approved.

The motion was approved unanimously via a roll call vote.

VI. **Oral Reports**

a. Superintendent's Report

Dr. Savage provided the Board with an update from school leadership.

1. General School Updates

Dr. Savage noted that the school had utilized both LiveLesson and Zoom options and that Zoom has been working well this year. He also explained that while graduation rate data is still embargoed, the graduation rate is higher than it has ever been at CalCA.

2. Enrollment and Staffing Update

Dr. Savage reported that approximately 8500 students are enrolled at the school and that staff are monitoring the waitlist closely.

3. CSDC Conference Recap

Dr. Savage reviewed the conference in Sacramento, noting that it was a great conference to attend.

b. Principals' Reports

Dr. Savage asked if the Board had any questions or comments on the written reports.

1. Elementary School

   Dr. Savage asked the Board whether they had any questions or comments on the written report received by the Elementary School Principal, Mr. White. There were no questions from the Board at this time.

2. Middle School

   Dr. Savage asked the Board whether they had any questions or comments on the written report received by the Middle School Principal, Ms. Tamayo. There were no questions from the Board at this time.

3. High School

   Dr. Savage asked the Board whether they had any questions or comments on the written report received by the High School Principal, Ms. Mannix. There were no questions from the Board at this time.

c. CalCA Financial Report

Ms. Carter reviewed the financial report with the Board, as included within the Board meeting materials. She specifically highlighted changes in the financials and forecasted expenses since the last meeting's review. She noted invoice payments would be resolved shortly. She also discussed expenses and ensuring that they are allocated to the correct schools.

1. Consolidated Financial Report

   Ms. Carter provided the Board with an update on all the CalCA School's financials. Ms. Pavlich asked the Board whether they had any questions or comments on the consolidated financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

2. CalCA Central Coast Financial Report

   Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Coast financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

3. CalCA Central Valley Financial Report

   Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Central Valley financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

4. CalCA Monterey Bay Financial Report

   Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Monterey Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

5. CalCA North Bay Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA North Bay financial report, as included in the Board meeting materials. There were no questions from the Board at this time.

6. CalCA Northern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Northern California Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

7. CalCA Southern California Financial Report

Ms. Carter asked the Board whether they had any questions or comments on the written CalCA Southern California Financial Report, as included in the Board meeting materials. There were no questions from the Board at this time.

8. Special Education Service Contracts Update

Ms. Carter noted the Special Education service contracts and addenda were included within the Consent Items for Board consideration later in the meeting.

d. Policy and Compliance Report

Mr. Hertzler explained that this would be discussed with the legislative update later in the meeting.

VII. **Consent Items**

Ms. Pavlich asked Board members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

a. Approval of Minutes from the October 25, 2022 Board Meeting;
b. Approval of Staffing Report;
c. Approval of Pearson Invoice(s);
d. Approval of First Interim Financial Reports;
e. Ratification of Special Education Service Contracts;
f. Approval of Chromebook Recycling; and
g. Approval of Dual Enrollment Partnership Agreement with Saddleback Community College; are hereby approved.

The motion was approved unanimously via a roll call vote.

VIII. **Action Items**

a. Review and Acceptance of 2021-2022 School Year Audit

Ms. Carter reviewed the audit report for the fiscal year ending June 30, 2022, as included in the Board meeting materials. She noted that while this document is still a draft, as the audit firm is still finalizing it, it is not expected to change. She highlighted key aspects of the report and noted that the audit firm indicated no findings. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the 2021-2022 school year audit, as discussed, is hereby accepted.

The motion passed unanimously.

b. Approval of Revised Academic and Attendance Calendars for the 2022-2023 School Year per AB 1655

Mr. Herzler presented the revised academic and attendance calendars for the 2022-2023 school year per AB 1655 to the Board. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the academic and attendance calendars for the 2022-2023 school year per AB 1655, as revised, are hereby approved.

The motion passed unanimously.

IX. **Information Items**

a. State Accountability Update

Ms. Dombek discussed state accountability updates with the Board, noting that CalCA staff got a preview of the dashboard that will be open to the public on December 15, 2022.

b. Partnership and Policy Team Update: Legislative Planning

Ms. Sigmund presented the election results to the Board. Ms. Sigmund reviewed Proposition 28, which would increase funding for students. She also explained that there is a 95% state testing participation requirement that will affect CalCA, as the school's state testing participation rate average is approximately 80 percent, and discussion followed regarding the potential impact on renewal.

c. Legislative Update

Dr. Romero reported no further updates on this discussion in addition to the update already provided by Ms. Sigmund.

d. School Success Partner (SSP) Update

Ms. Sanchez Reyes introduced herself to the Board and provided background on her experience. She presented to the Board on behalf of the School Success Partner (SSP) team, as

Ms. Johnson was not present, and she directed the Board to the state policy support information included in the Board meeting materials.

e. Academic Success Partner (ASP) Update

Ms. Sanchez Reyes presented on behalf of the Academic Success Partner (ASP) team.

1. Key School Metrics

Ms. Sanchez Reyes presented this item to the Board. She reviewed the data included in the Board meeting materials, highlighting the school's performance as compared with other Pearson partnering schools of similar size and years in operation. Board members discussed the metrics data with Ms. Sanchez Reyes.

2. School Leader Review Process

Ms. Sanchez Reyes reviewed the annual school leader review process with the Board. She reminded Board members that the process includes feedback from the Board through a survey.

f. Sponsoring District(s) Update

Dr. Savage noted that there was no update to provide on this item.

X. **Adjournment and Confirmation of the Next Meeting on Tuesday, January 24, 2023 at 3:30 pm PT**

There being no further business to discuss, the meeting was adjourned at 4:17 p.m. The next meeting is scheduled for Tuesday, January 24, 2022 at 3:30 p.m. PT.

CalOPS Staffing Report

New Hires

Employee Name (Last Suffix, First MI)	Job Title	Hourly Rate or Annual Salary	Last Hire Date
N/a			

Departing Employees

Employee Name (Last Suffix, First MI)	Job Title	Termination Date	Termination Reason
Anderson, Nicole	Teacher—Secondary	12/16/2022	Personal Reasons
Gott, Alison M.	Asst Dir of Student Svcs	1/3/2023	Family Reasons

Commented [AJ1]:

Departing Employees

Employee Name (Last Suffix, First MI)	Old Value Description	New Value Description	Hourly Rate or Annual Salary	Bonus Potential	Date In Job
N/a					

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Customer Bill-to:
California Connections Academy Southern California
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San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
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33272 Valle Road
San Juan Capistrano, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012299
Date	:	06-JAN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82067684
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CAPOCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$2,901,861.73
Tax Total	:	USD	$26,439.95
Invoice Total	:	USD	$2,928,301.68
Amount Due	:	USD	$2,928,301.68

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012299							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067684	CAPOCA	Direct Charges	26		2,478,469.37	26,439.95	2,504,909.32
82067684	CAPOCA	Pass Through	18		423,392.36	0.00	423,392.36

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	44	$2,901,861.73	$	$	$	$26,439.95	$2,928,301.68

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$2,901,861.73	$26,439.95	$2,928,301.68

Pearson

Charges for the Following Period:	December 2022
Compensation Expenses	
Benefits - Administration	92,874.19
Benefits - Instructional	506,883.11
Credit for Nonbillable Earnings Paid by the School	(17,808.58)
Withholdings	209,621.69
	791,570.41
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	21,275.00
Community Outreach	45,833.33
Connexus ™ Annual License (EMS)	255,300.00
Curriculum Postage	17,820.00
Direct Course Instruction Support	8,679.00
Educational Resource Center	53,613.00
Enrollment and Records Management	21,600.00
Facility Support Services	1,525.00
Hardware/Software - Employees	13,200.00
Human Resources Support	27,500.00
Internet Subsidy Payment Processing	8,828.27
Monthly Fee per Student on an IEP	112,200.00
School Curriculum Supplies	9,708.33
Short Term Substitute Teaching Services	59,700.00
Student Technology Assistance	167,947.92
Tangible and Intangible Instructional Materials	548,322.68
Technical Support and Repairs	63,825.00
	1,436,877.53
Revenue Based Charges	
Marketing Services	51,980.54
School Administration	311,883.20
Treasury Services	77,970.80
	441,834.54
Pass Through Expenses	
Miscellaneous	231,579.25
	231,579.25
Total Amount Due	**2,901,861.73**

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33272 Valle Road
San Juan Capistrano, CA 92675

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33272 Valle Road
San Juan Capistrano, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012072
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82067684
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CAPOCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$3,471,694.45
Tax Total	:	USD	$26,192.99
Invoice Total	:	USD	$3,497,887.44
Amount Due	:	USD	$3,497,887.44

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012072							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067684	CAPOCA	Direct Charges	26		3,153,292.78	26,192.99	3,179,485.77
82067684	CAPOCA	Pass Through	15		318,401.67	0.00	318,401.67

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	41	$3,471,694.45	$	$	$	$26,192.99	$3,497,887.44

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$3,471,694.45	$26,192.99	$3,497,887.44

Pearson

Charges for the Following Period:	November 2022
Compensation Expenses	
Benefits - Administration	201,912.30
Benefits - Instructional	1,091,145.24
Credit for Nonbillable Earnings Paid by the School	(8,195.95)
Withholdings	203,406.37
	1,488,267.96
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	21,141.67
Community Outreach	45,833.34
Connexus ™ Annual License (EMS)	253,700.00
Curriculum Postage	16,093.00
Direct Course Instruction Support	11,352.00
Educational Resource Center	53,277.00
Enrollment and Records Management	19,506.67
Facility Support Services	1,525.00
Hardware/Software - Employees	13,200.00
Human Resources Support	27,500.00
Internet Subsidy Payment Processing	7,927.58
Monthly Fee per Student on an IEP	110,550.00
School Curriculum Supplies	9,875.00
Short Term Substitute Teaching Services	79,650.00
Student Technology Assistance	176,189.58
Tangible and Intangible Instructional Materials	501,958.67
Technical Support and Repairs	63,425.00
	1,412,704.51
Revenue Based Charges	
Marketing Services	52,650.67
School Administration	315,904.05
Treasury Services	78,976.01
	447,530.73
Pass Through Expenses	
E-Rate Credit	(3,491.49)
Miscellaneous	126,682.74
	123,191.25
Total Amount Due	3,471,694.45

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33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012333
Date	:	09-JAN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82067686
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAR
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$633,033.61
Tax Total	:	USD	$9,761.74
Invoice Total	:	USD	$642,795.35
Amount Due	:	USD	$642,795.35

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012333							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067686	CALCAR	Direct Charges	24		633,033.61	9,761.74	642,795.35

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$633,033.61	$	$	$	$9,761.74	$642,795.35

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$633,033.61	$9,761.74	$642,795.35

Pearson

Charges for the Following Period:	December 2022

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,450.00
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	89,400.00
Curriculum Postage	6,358.00
Direct Course Instruction Support	2,640.00
Educational Resource Center	18,774.00
Enrollment and Records Management	7,706.67
Facility Support Services	525.00
Hardware/Software - Employees	4,700.00
Human Resources Support	9,791.67
Internet Subsidy Payment Processing	2,990.49
Monthly Fee per Student on an IEP	42,900.00
School Curriculum Supplies	3,416.67
Student Technology Assistance	60,470.83
Tangible and Intangible Instructional Materials	196,089.41
Technical Support and Repairs	22,350.00
	479,729.41
Revenue Based Charges	
Marketing Services	18,035.79
School Administration	108,214.73
Treasury Services	27,053.68
	153,304.20
Total Amount Due	633,033.61

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509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012074
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3922560
Project Number	:	82067686
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAR
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$636,138.18
Tax Total	:	USD	$9,792.12
Invoice Total	:	USD	$645,930.30
Amount Due	:	USD	$645,930.30

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012074							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067686	CALCAR	Direct Charges	24		637,566.02	9,792.12	647,358.14
82067686	CALCAR	Pass Through	-1		1,427.84	0.00	-1,427.84

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$636,138.18	$	$	$	$9,792.12	$645,930.30

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$636,138.18	$9,792.12	$645,930.30

Pearson

Charges for the Following Period:	November 2022

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,816.67
Community Outreach	4,166.66
Connexus ™ Annual License (EMS)	93,800.00
Curriculum Postage	5,709.00
Direct Course Instruction Support	3,520.00
Educational Resource Center	19,698.00
Enrollment and Records Management	6,920.00
Facility Support Services	525.00
Hardware/Software - Employees	4,700.00
Human Resources Support	9,791.66
Internet Subsidy Payment Processing	2,774.99
Monthly Fee per Student on an IEP	42,750.00
School Curriculum Supplies	3,416.66
Student Technology Assistance	66,220.84
Tangible and Intangible Instructional Materials	177,930.25
Technical Support and Repairs	23,450.00
	473,189.73
Revenue Based Charges	
Marketing Services	19,338.39
School Administration	116,030.32
Treasury Services	29,007.58
	164,376.29
Pass Through Expenses	
E-Rate Credit	(1,427.84)
	(1,427.84)
Total Amount Due	**636,138.18**

Pearson

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33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012332
Date	:	09-JAN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82067687
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAN
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$52,751.11
Tax Total	:	USD	$814.89
Invoice Total	:	USD	$53,566.00
Amount Due	:	USD	$53,566.00

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012332							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067687	CalCAN	Direct Charges	22		52,751.11	814.89	53,566.00

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	22	$52,751.11	$	$	$	$814.89	$53,566.00

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$52,751.11	$814.89	$53,566.00

Pearson

Charges for the Following Period:	December 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	608.33
Connexus ™ Annual License (EMS)	7,300.00
Curriculum Postage	552.75
Direct Course Instruction Support	165.00
Educational Resource Center	1,533.00
Enrollment and Records Management	670.00
Facility Support Services	75.00
Human Resources Support	937.50
Internet Subsidy Payment Processing	234.60
Monthly Fee per Student on an IEP	2,550.00
School Curriculum Supplies	333.33
Student Technology Assistance	5,127.08
Tangible and Intangible Instructional Materials	17,303.96
Technical Support and Repairs	1,825.00
	39,215.55
Revenue Based Charges	
Marketing Services	1,592.42
School Administration	9,554.51
Treasury Services	2,388.63
	13,535.56
Total Amount Due	52,751.11

Pearson

INVOICE

Customer Bill-to:
California Connections Academy North Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy North Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012076
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3903212
Project Number	:	82067687
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCAN
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$52,947.52
Tax Total	:	USD	$866.79
Invoice Total	:	USD	$53,814.31
Amount Due	:	USD	$53,814.31

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012076							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067687	CalCAN	Direct Charges	23		52,947.52	866.79	53,814.31

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$52,947.52	$	$	$	$866.79	$53,814.31

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$52,947.52	$866.79	$53,814.31

Pearson

Charges for the Following Period:	November 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	591.67
Connexus ™ Annual License (EMS)	7,100.00
Curriculum Postage	552.75
Direct Course Instruction Support	264.00
Educational Resource Center	1,491.00
Enrollment and Records Management	670.00
Facility Support Services	75.00
Hardware/Software - Employees	450.00
Human Resources Support	937.50
Internet Subsidy Payment Processing	223.82
Monthly Fee per Student on an IEP	2,550.00
School Curriculum Supplies	333.34
Student Technology Assistance	5,318.75
Tangible and Intangible Instructional Materials	17,417.26
Technical Support and Repairs	1,775.00
	39,750.09
Revenue Based Charges	
Marketing Services	1,552.64
School Administration	9,315.84
Treasury Services	2,328.95
	13,197.43
Total Amount Due	52,947.52

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Monterey Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Monterey Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012331
Date	:	09-JAN-2023
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82067712
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAMB
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$161,913.76
Tax Total	:	USD	$2,401.35
Invoice Total	:	USD	$164,315.11
Amount Due	:	USD	$164,315.11

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012331							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067712	CALCAMB	Direct Charges	23		161,913.76	2,401.35	164,315.11

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Invoice Total	**Total Quantity**	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
	USD	USD	USD	USD	USD	USD	USD
	23	$161,913.76	$	$	$	$2,401.35	$164,315.11

Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$161,913.76	$2,401.35	$164,315.11

Pearson

Charges for the Following Period:	December 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	1,937.50
Connexus ™ Annual License (EMS)	23,250.00
Curriculum Postage	1,729.75
Direct Course Instruction Support	1,287.00
Educational Resource Center	4,882.50
Enrollment and Records Management	2,096.67
Facility Support Services	150.00
Hardware/Software - Employees	1,400.00
Human Resources Support	2,916.67
Internet Subsidy Payment Processing	752.08
Monthly Fee per Student on an IEP	10,950.00
School Curriculum Supplies	1,041.67
Student Technology Assistance	12,889.58
Tangible and Intangible Instructional Materials	53,511.95
Technical Support and Repairs	5,812.50
	124,607.87
Revenue Based Charges	
Marketing Services	4,388.93
School Administration	26,333.57
Treasury Services	6,583.39
	37,305.89
Total Amount Due	161,913.76

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Monterey Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Monterey Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012077
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3973052
Project Number	:	82067712
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCAMB
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$171,100.70
Tax Total	:	USD	$2,675.12
Invoice Total	:	USD	$173,775.82
Amount Due	:	USD	$173,775.82

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012077							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067712	CALCAMB	Direct Charges	23		171,100.70	2,675.12	173,775.82

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Invoice Total	**Total Quantity**	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
	USD	USD	USD	USD	USD	USD	USD
	23	$171,100.70	$	$	$	$2,675.12	$173,775.82

Invoice Total	**Subtotal**	**Total Tax**	**Invoice Total**
	USD	USD	USD
	$171,100.70	$2,675.12	$173,775.82

Pearson

Charges for the Following Period:	November 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,037.50
Connexus ™ Annual License (EMS)	24,450.00
Curriculum Postage	1,740.75
Direct Course Instruction Support	1,716.00
Educational Resource Center	5,134.50
Enrollment and Records Management	2,110.00
Facility Support Services	150.00
Hardware/Software - Employees	1,400.00
Human Resources Support	2,916.66
Internet Subsidy Payment Processing	752.09
Monthly Fee per Student on an IEP	10,650.00
School Curriculum Supplies	1,041.66
Student Technology Assistance	16,147.92
Tangible and Intangible Instructional Materials	54,519.21
Technical Support and Repairs	6,112.50
	130,878.79
Revenue Based Charges	
Marketing Services	4,731.99
School Administration	28,391.94
Treasury Services	7,097.98
	40,221.91
Total Amount Due	171,100.70

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012330
Date	:	31-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82067685
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CENCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$246,959.00
Tax Total	:	USD	$3,851.33
Invoice Total	:	USD	$250,810.33
Amount Due	:	USD	$250,810.33

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012330							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067685	CENCA	Direct Charges	24		246,959.00	3,851.33	250,810.33

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$246,959.00	$	$	$	$3,851.33	$250,810.33

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$246,959.00	$3,851.33	$250,810.33

Pearson

Charges for the Following Period:	December 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,783.33
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	33,400.00
Curriculum Postage	2,381.50
Direct Course Instruction Support	693.00
Educational Resource Center	7,014.00
Enrollment and Records Management	2,886.67
Facility Support Services	200.00
Hardware/Software - Employees	1,750.00
Human Resources Support	3,645.83
Internet Subsidy Payment Processing	1,210.42
Monthly Fee per Student on an IEP	17,850.00
School Curriculum Supplies	1,291.67
Student Technology Assistance	25,300.00
Tangible and Intangible Instructional Materials	72,931.46
Technical Support and Repairs	8,350.00
	183,771.21
Revenue Based Charges	
Marketing Services	7,433.86
School Administration	44,603.14
Treasury Services	11,150.79
	63,187.79
Total Amount Due	246,959.00

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Valley
33272 Valle Road
San Juan Capistrano, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012073
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	3922001
Project Number	:	82067685
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CENCA
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$237,456.22
Tax Total	:	USD	$3,627.57
Invoice Total	:	USD	$241,083.79
Amount Due	:	USD	$241,083.79

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012073							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067685	CENCA	Direct Charges	24		237,456.22	3,627.57	241,083.79

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	24	$237,456.22	$	$	$	$3,627.57	$241,083.79

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$237,456.22	$3,627.57	$241,083.79

Pearson

Charges for the Following Period:	November 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,733.34
Community Outreach	2,083.34
Connexus ™ Annual License (EMS)	32,800.00
Curriculum Postage	1,919.50
Direct Course Instruction Support	880.00
Educational Resource Center	6,888.00
Enrollment and Records Management	2,326.66
Facility Support Services	200.00
Hardware/Software - Employees	1,750.00
Human Resources Support	3,645.84
Internet Subsidy Payment Processing	1,002.08
Monthly Fee per Student on an IEP	18,150.00
School Curriculum Supplies	1,291.66
Student Technology Assistance	26,450.00
Tangible and Intangible Instructional Materials	59,171.52
Technical Support and Repairs	8,200.00
	169,491.94
Revenue Based Charges	
Marketing Services	7,995.80
School Administration	47,974.79
Treasury Services	11,993.69
	67,964.28
Total Amount Due	237,456.22

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number :	91000012329
Date :	09-JAN-2023
Due Date :	
Payment Terms :	
Customer Account :	4235156
Project Number :	82067676
Currency :	USD
Shipment Terms :	
Purchase Order Number :	CALCACC
Number of Pages :	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$39,590.00
Tax Total	:	USD	$599.05
Invoice Total	:	USD	$40,189.05
Amount Due	:	USD	$40,189.05

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012329							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067676	CALCACC	Direct Charges	23		39,590.00	599.05	40,189.05

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$39,590.00	$	$	$	$599.05	$40,189.05

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$39,590.00	$599.05	$40,189.05

Pearson

Charges for the Following Period:	December 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	483.33
Connexus ™ Annual License (EMS)	5,800.00
Curriculum Postage	434.50
Direct Course Instruction Support	165.00
Educational Resource Center	1,218.00
Enrollment and Records Management	526.67
Facility Support Services	25.00
Hardware/Software - Employees	250.00
Human Resources Support	520.83
Internet Subsidy Payment Processing	119.45
Monthly Fee per Student on an IEP	2,250.00
School Curriculum Supplies	166.67
Student Technology Assistance	3,354.17
Tangible and Intangible Instructional Materials	13,546.59
Technical Support and Repairs	1,450.00
	30,310.21
Revenue Based Charges	
Marketing Services	1,091.74
School Administration	6,550.44
Treasury Services	1,637.61
	9,279.79
Total Amount Due	39,590.00

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Attention:
Accounts Payable

Customer Ship-to:
California Connections Academy Central Coast
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

Connections Education LLC dba Pearson Virtual Schools USA
509 S Exeter Street, Suite 202
Baltimore, MD 21202
Tel: 1-800-843-0019
Email: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000012075
Date	:	08-DEC-2022
Due Date	:	
Payment Terms	:	
Customer Account	:	4235156
Project Number	:	82067676
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CALCACC
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$39,141.55
Tax Total	:	USD	$582.93
Invoice Total	:	USD	$39,724.48
Amount Due	:	USD	$39,724.48

REMITTANCE INFORMATION

Make Checks Payable to:
Pearson Virtual Schools USA
32369 Collection Center Drive
Chicago, IL 60693-0323

Bank Wire to:

Bank Name	:	Bank of America N A
Bank Address	:	
ABA ACH No	:	071000039
ABA Wire No	:	026009593
SWIFT Code	:	BOFAUS3N
A/C No	:	8188290225
Bank Account Name	:	Connections Education LLC dba Pearson Virtual Schools USA

Pearson

Invoice Number: 91000012075							
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82067676	CALCACC	Direct Charges	23		39,141.55	582.93	39,724.48

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	Total Quantity	**Subtotal**	**CGST**	**SGST**	**IGST**	**Total Tax**	**Invoice Total**
Invoice Total		USD	USD	USD	USD	USD	USD
	23	$39,141.55	$	$	$	$582.93	$39,724.48

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$39,141.55	$582.93	$39,724.48

Pearson

Charges for the Following Period:	November 2022
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	466.67
Connexus ™ Annual License (EMS)	5,600.00
Curriculum Postage	423.50
Direct Course Instruction Support	220.00
Educational Resource Center	1,176.00
Enrollment and Records Management	513.33
Facility Support Services	25.00
Hardware/Software - Employees	250.00
Human Resources Support	520.84
Internet Subsidy Payment Processing	120.28
Monthly Fee per Student on an IEP	2,250.00
School Curriculum Supplies	166.66
Student Technology Assistance	3,162.50
Tangible and Intangible Instructional Materials	13,521.70
Technical Support and Repairs	1,400.00
	29,816.48
Revenue Based Charges	
Marketing Services	1,097.07
School Administration	6,582.40
Treasury Services	1,645.60
	9,325.07
Total Amount Due	39,141.55

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 12, 2023

Dear School Accountability Report Card Coordinators and Interested Parties:

2021–22 SCHOOL ACCOUNTABILITY REPORT CARD WEB APPLICATION

We are pleased to announce that the 2021–22 School Accountability Report Card (SARC) Web Application and annual SARC data are now available. The SARC Web Application is located within the new myCDEconnect system at https://www.mycdeconnect.org.

The SARC Web Application is populated with data from California Department of Education (CDE), and these data are based on information that public schools/local educational agencies (LEAs) submitted to the CDE.

Please note that the 2021–22 school year data for Tables 6 and 7-Teacher Preparation and Placement, Table 8-Teachers Without Credentials and Misassignments, Table 9-Credentialed Teachers Assigned Out-of-Field, and Table 10-Class Assignments are not available at this time. For active public schools, we anticipate that the 2021–22 school year data for Tables 6, 7, 8, 9 and 10 will be available **after** the February 1 posting due date and will not be editable. Nonpublic nonsectarian schools are expected to input their information in the teacher data tables since the CDE does not have access to these data for these school types. We encourage all schools/LEAs to post their Board approved 2021–22 SARCs by February 1 without the aforementioned data tables. A second Board review/approval of the 2021–22 Teacher data once populated is not required.

SARCs must be published and submitted to the CDE no later than February 1 of each year. Please note that the February 1 deadline for posting the SARC is required by California law, and unfortunately, no extensions are allowed.

Information about the SARC, including the blank template, data definitions, and downloadable data files, are available on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/. For further information regarding the SARC Web Application, please contact the SARC Team by email at sarc@cde.ca.gov.

Sincerely,

/s/

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division

California Connections Academy Monterey Bay

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy Monterey Bay
Street	108 Whispering Pines Dr., Ste. 115
City, State, Zip	Scotts Valley, CA 95066
Phone Number	831-200-1006
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	44-75432-0139410

2022-23 District Contact Information

District Name	California Connections Academy Monterey Bay
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleyusd.org
District Website Address	https://www.scottsvalleyusd.org/

2022-23 School Overview

California Connections Academy Monterey Bay was authorized on February 26, 2019 by the Scotts Valley Unified School District (SVUSD) and began serving students in grades K-12 on September 3, 2019. California Connections Academy Monterey Bay serves students in Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties.

The mission of California Connections Academy Monterey Bay is to educate and empower compassionate global citizens by leveraging 21st century education 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 real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Monterey Bay student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Monterey Bay is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Monterey Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy Monterey Bay represents an outstanding educational choice for families in Santa Cruz County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Monterey Bay Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Monterey Bay. Students are considered to be enrolled in a full time public school. California Connections Academy Monterey Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations

2022-23 School Overview

designated by the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the	Yes	0

	curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content	Yes	0

	Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real	Yes	0

	time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

California Connections Academy Monterey Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	27%	27%	27%	24%	27%
Grade 7	35%	35%	35%	35%	35%
Grade 9	26%	26%	26%	25%	26%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,364.11	$1,329.11	$8,035.00	$61,705.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Central Coast

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy Central Coast
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	949-461-1667
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	42-75010-0138891

2022-23 District Contact Information

District Name	California Connections Academy Central Coast
Phone Number	Alfonso Gamino
Superintendent	(661) 766-2293
Email Address	agamino@cuyamaunified.org
District Website Address	https://cuyamaunified.org/

2022-23 School Overview

California Connections Academy Central Coast was authorized on September 13, 2018 by the Cuyama Joint Unified School District (CJUSD) and began serving students in grades K-12 on September 3, 2019. California Connections Academy Central Coast serves students in Ventura, Santa Barbara, and San Luis Obispo counties.

The mission of California Connections Academy Central Coast is to educate and empower compassionate global citizens by leveraging 21st century education 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 real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Central Coast student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Central Coast is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Central Coast is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy Central Coast represents an outstanding educational choice for families in Santa Barbara County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Central Coast Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Central Coast. Students are considered to be enrolled in a full time public school. California Connections Academy Central Coast provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations

2022-23 School Overview

designated by the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers	Yes	0

	such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as	Yes	0

	adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’	Yes	0

	For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

California Connections Academy Central Coast is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,385.68	$1,227.75	$9,157.93	$61,705.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Central Valley

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy Central Valley
Street	5313 Road 39
City, State, Zip	Alpaugh, Ca, 93201-0009
Phone Number	559-571-2300
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	54 718030112458

2022-23 District Contact Information

District Name	California Connections Academy Central Valley
Phone Number	(559) 949-8413
Superintendent	Troy Hayes
Email Address	thayes@alpaugh.k12.ca.us
District Website Address	www.alpaughusd.com

2022-23 School Overview

California Connections Academy Central Valley was first authorized in May of 2006 by Alpaugh Unified School District (AUSD). California Connections Academy Central Valley began serving students on September 5, 2006. California Connections Academy Central Valley serves students in Tulare, Kings, Kern, Inyo, and Fresno counties.

The mission of California Connections Academy Central Valley is to leverage 21st century education 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 real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every California Connections Academy Central Valley student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Central Valley is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Central Valley is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy Central Valley represents an outstanding educational choice for families in Tulare County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Central Valley Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Central Valley. Students are considered to be enrolled in a full time public school. CalCA Central Valley provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in person at proctored locations designated by the school.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0.0 %

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0.0 %

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0 %
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers	Yes	0.0 %

	such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0 %
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as	Yes	0.0 %

	adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’	Yes	0.0 %

	For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements

California Connections Academy Central Valley is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	15%	15%	15%	--	--
Grade 7	15%	15%	15%	15%	15%
Grade 9	14%	14%	14%	14%	14%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,088.82	$2,363.66	$7,725.16	$61,705.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Northern California

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy Northern California
Street	580 North Wilma Ave., Ste. G
City, State, Zip	Ripon, CA 95366-9514
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	39 686500125849

2022-23 District Contact Information

District Name	California Connections Academy Northern California
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@sjcoe.net
District Website Address	www.riponusd.net

2022-23 School Overview

California Connections Academy Northern California was authorized on January 17, 2012 by the Ripon Unified School District (RUSD) and began serving students in grades K-12 on August 27, 2012. California Connections Academy Northern California serves students in Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, and Stanislaus counties.

The mission of California Connections Academy Northern California is to leverage 21st century education 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 real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every CalCA@ Ripon student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Northern California is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Northern California is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy Northern California represents an outstanding educational choice for families in San Joaquin County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Northern California Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum, and other services. Parents pay no tuition for their students to attend California Connections Academy Northern California. Students are considered to be enrolled in a full time public school. California Connections Academy Northern California provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in person at proctored locations designated by the school.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers	Yes	0

	such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as	Yes	0

	adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’	Yes	0

	For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The school facility is located in a commercial business park in Ripon, CA. The building is relatively new, and the school office space was built out and fully equipped during the summer of 2012. An additional bathroom was added in 2014.

While teachers work from home, some administrators and the majority of the support staff work in the office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school's needs for at least several years. The school facility is in good condition.

Year and month of the most recent FIT report	01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	22%	21%	21%	21%	22%
Grade 7	28%	27%	28%	27%	28%
Grade 9	21%	20%	20%	19%	21%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,841.74	$1,996.35	$9,841.74	$61,705.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy North Bay

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy North Bay
Street	20932 Big Canyon Rd.
City, State, Zip	Middletown, CA 95461
Phone Number	209-253-1208
Principal	Dr. Richard Savage, Superintendent
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	17 640550129601

2022-23 District Contact Information

District Name	California Connections Academy North Bay
Phone Number	(707) 987-4100
Superintendent	Thad Owens
Email Address	thad.owens@middletownusd.org
District Website Address	www.middletownusd.org

2022-23 School Overview

California Connections Academy North Bay was authorized on January 15, 2014 by Middletown Unified School District (MUSD) and began serving students in grades K-12 on September 2, 2014. California Connections Academy North Bay serves students in Lake, Napa, Sonoma, Mendocino, Glenn, Colusa, and Yolo counties.

The mission of California Connections Academy North Bay will be to educate and empower compassionate global citizens by leveraging 21st century education 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 will be accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy North Bay will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy North Bay is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy North Bay represents an outstanding educational choice for families in Lake County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy North Bay Board contracts with Pearson Virtual Schools to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy North Bay. Students are considered to be enrolled in a full time public school. California Connections Academy North Bay provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	**Number of Students**

2021-22 Student Enrollment by Student Group	
Student Group	**Percent of Total Enrollment**

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers	Yes	0

	such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as	Yes	0

	adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’	Yes	0

	For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

California Connections Academy North Bay is a virtual school site and so does not have a physical facility, but it does share office space (e.g. for housing school records) with other California Connections Academy schools. These shared administrative offices are located in office space within relatively new commercial business parks in Ripon and San Juan Capistrano, CA.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,632.79	$1,828.05	$8,804.74	$61,705.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practice
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

California Connections Academy Southern California

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Connections Academy Southern California
Street	33272 Valle Rd.
City, State, Zip	San Juan Capistrano, CA 92675-4842
Phone Number	(949) 461-1667
Principal	Dr. Richard Savage, Superintendant
Email Address	rsavage@calca.connectionsacademy.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	30 66464 0106765

2022-23 District Contact Information

District Name	California Connections Academy Southern California
Phone Number	949-234-9200
Superintendent	Kirsten Vital Brulte
Email Address	superintendent@capousd.org
District Website Address	www.capousd.org

2022-23 School Overview

California Connections Academy Southern California was authorized on June 4, 2004 by Capistrano Unified School District (CUSD). California Connections Academy Southern California began serving students on September 7, 2004. California Connections Academy Southern California serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties counties.

The mission of California Connections Academy Southern California will be to educate and empower compassionate global citizens by leveraging 21st century education 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 will be accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. California Connections Academy Southern California will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

California Connections Academy Southern California is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy Southern California represents an outstanding educational choice for families in Orange County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The California Connections Academy Southern California Board contracts with Pearson Virtual Schools, to provide the online school platform, the curriculum and other services. Parents pay no tuition for their students to attend California Connections Academy Southern California. Students are considered to be enrolled in a full time public school. California Connections Academy Southern California provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state mandated standardized tests in

2022-23 School Overview

person at proctored locations designated by the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	01/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and	Yes	0.0%

	Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL	Yes	0.0%

	:https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School’s proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a ‘virtual classroom.’ For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0%
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for “a” to “g” guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state’s approved list. In addition to high-quality virtual and print textbook resources, the	Yes	0.0%

	curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/	Yes	0.0%
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content	Yes	0.0%

	Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook, and instructional material selections annually. The Pearson Virtual Schools branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Pearson Virtual School's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allows teachers and students to interact with one another in real	Yes	0.0%

	time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/		
Science Laboratory Equipment (grades 9-12)			0.0%

School Facility Conditions and Planned Improvements

The school facility is located in a business park in San Juan Capistrano, CA. The building is relatively new. Improvements were made and maintenance was done at that time to accommodate the needs of the school, including some minor repairs to plumbing and HVAC after the school moved here in summer of 2014.

While teachers work from home, some administrators and the majority of the support staff work in the office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school's needs for at least several years.The school facility is in good condition.

Year and month of the most recent FIT report	01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Connections Academy offers several CTE courses. The courses are designed to be high-interest and also focused on career preparation. All students are eligible to take these courses and our counseling staff works diligently to match the courses to student interests when including them in a schedule. CTE courses offered at California Connections Academy are as follows:

Advertising and Sales Promotion
Anatomy and Physiology
AP Computer Science A A
AP Computer Science A B
AP Computer Science Principles A
AP Computer Science Principles B
Business Applications
Career Planning and Skill Development
Careers in Criminal Justice 1 A
Careers in Criminal Justice 1 B
Coding 1 A
Coding 1 B
College Prep with ACT
College Prep with SAT
Computing for College and Careers 1 A
Computing for College and Careers 1 B
Concepts of Engineering & Technology
Cosmetology I A: Cutting Edge Styles
Cosmetology I B: Cutting Edge Styles
Cosmetology 2
Culinary Arts and Hospitality II: Culinary Arts A
Culinary Arts and Hospitality II: Culinary Arts B
Culinary Arts and Hospitality Management A
Culinary Arts and Hospitality Management B
Developmental Writing
Entreprenuership: Starting Your Own Business A
Entreprenuership: Starting Your Own Business B
Health, Safety, and Nutrition
Human Resource Management
International Business
Internship & Work Study A
Internship & Work Study B
Introduction to Business
Introduction to Communication
Introduction to Criminal Justice
Introduction to Early Childhood Education
Introduction to Finance
Introduction to Homeland Security
Introduction to Law
Introduction to Medical Assisting
Introduction to Psychology
Introduction to Sociology
Introduction to the Paralegal Profession
Introductory Astronomy
Leadership and Supervision in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	25%	25%	26%	25%	26%
Grade 7	31%	30%	31%	30%	31%
Grade 9	27%	27%	28%	27%	27%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other caretakers have the opportunity to be a part of their child's learning journey and play a critical role in student success. As a "Learning Coach", parents help their children stay on track, assist with academic monitoring, support in-person socialization opportunities, and more. Teachers, along with parents, proactively identify and work to address student challenges as well as celebrate student successes. Parents monitor student attendance and lesson completion daily. To enhance student learning, parents have the opportunity to interact with teachers during normal school hours which in turn builds positive parent/teacher relationships. Middle school and high school parents are actively involved in progress monitoring and other relevant meetings as needed; these meetings are held at a frequency relevant to the needs of the student. Elementary parents are required to speak with homeroom teachers at least three times per school year and many typically do so more often.

Students and their parents are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, and college tours. Parents may be involved in supporting their children's philanthropic efforts such as those involved with the school's chapters of National Junior Honor Society and National Honor Society. Parents take part in the School Advisory Committee meetings, which advise the board and administration on topics such as Title programs and the LCAP. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics. A parent group called "Club Connections" invites parents to join to help raise awareness about the school.

The school's counseling team offers parent workshops that draw on building students' social-emotional learning skills: self-awareness, self-regulation, social awareness, responsible decision making, and relationship skills. Sessions take place weekly throughout most of the school year and consist of information, engagement, open discussion, and a forum for caretakers to ask any questions related to mental health. All new parents/Learning Coaches are provided access to an online orientation and are encouraged to complete it prior to enrollment. Numerous supplemental orientations and live online sessions are offered to help new families transition easily into the school; new and returning families may also engage in online sessions dedicated to a myriad of topics such as how to best foster growth mindsets, understanding gifted students, and more. In addition to students' homeroom teachers, the school gives parents the opportunity to engage with school staff called "Learning Coach Mentors" who proactively support new parents; Learning Coach Mentors may also assist returning parents who are having difficulties in fulfilling their crucial role in their student's education. To further engage parents and enhance school operations, a parent satisfaction survey conducted by an independent third party firm serves to gather parent feedback annually. Parents are encouraged and reminded that the Technical Support team can be contacted by phone or via a link in the school's Educational Management System for assistance with technical issues, complaints, and concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but some teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Pearson Online Classroom, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and workplace safety policies are also provided for school staff members who work in a school office. We do host in person events including field trips, festivals, state testing and graduation ceremonies. We do have a comprehensive safety plan that includes the COVID-19 Safety Plan that was board approved on 9-28-21. The plan includes all elements required by Ed Code, including but not limited to: child abuse reporting, disaster and criminal incident procedures, and, discipline and due process for students. The school also has a safety committee that meets at regular intervals. We also offer staff CPR training and active shooter training. Additional information about school safety is available upon request.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,053.33	$2,070.69	$7,982.64	$61,705
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Training/Professional Learning Elements - The following training and professional learning programs are provided to California Connections Academy teachers:

1. Teacher Orientation Courses
Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Pearson Virtual School-developed teacher orientation course. This course is delivered through Pearson Online Classroom and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model. Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Pearson Virtual Schools and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Pearson Online Classroom features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series
Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and reflect on the results of these strategies. Intensive professional development, especially when it includes the application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Pearson Virtual Schools 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.

Pearson Online School provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align with the school year cycle, and are driven by our belief that all students can and must learn. Each series is: Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect.

Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

3. University Online Instruction Courses
Pearson Virtual School offers up to $5,250 per year per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Pearson Virtual School Leadership Academy
Pearson Virtual School cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central
Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support

Professional Development

teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Pearson Online Classroom Tools
- Curriculum and Course Support
- Data & Reports
- Enrollment, Placement, and Withdrawal
- Family Engagement
- Multitiered Instructional Support
- Professional Learning and Collaboration
- School Year Cycle
- Teacher Protocols, Policies, and Best Practices
- Live Lesson Sessions

Training and Professional Learning Delivery Models
Pearson Virtual Classroom uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Pearson Virtual School's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions. "Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Pearson Online Classroom updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Pearson Online Classroom also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded
trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Teacher Support During Implementation
California Connections Academy teachers are all assigned supervisors. The supervisors are tasked with monitoring and supporting the teachers during their implementation of professional development activities. They will meet as often as twice a month to ensure implementation is on track.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

2023-24 INDEPENDENT STUDY MASTER AGREEMENT

I. Educational Objectives

The major educational objectives are to:

1. Enable the student to keep current with his/her/their grade-specific studies.
2. Enable the student to successfully complete his/her/their assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Educational Management System (Pearson Online Classroom, formerly known as **Connexus**), and through the school's personalized learning process.

The student's work will be evaluated regularly by his/her/their teacher using the methods specified in this Master Agreement, and in Pearson Online Classroom. All parties agree to report to the teacher regularly, in accordance with the manner, frequency, time, date, method, and place specified below. On reaching the objectives stated in this Master Agreement, the student in grades TK–8 will be credited with having completed his/her/their assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. The course of study is a companion document to and incorporated by reference in this Master Agreement and is also included as part of each Monthly Assignment and Work Record. If a student is not making adequate progress towards these objectives, it may be determined that the student is not making satisfactory educational progress and an evaluation may result as described below.

II. Studies

Areas of grade-specific study provided include but are not limited to: English/Language Arts, Mathematics, Science, History/Social Studies, Social Science, Physical Education, and other electives (electives to be confirmed on consultation with Supervising teacher or counselor). Any modifications to this full course of study will be documented in the Monthly Assignment and Work Record (considered part of the Master Agreement as a companion document). The course of study and possible course credits for students in grades 9–12 will be available within two (2) weeks of the student's enrollment date and is incorporated by reference in and considered part of this Master Agreement as a companion document. These companion documents set forth the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.

III. Regular Reports and Assignment Submissions

Each student in every grade must communicate with a teacher at least once each week. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveLesson® real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in Pearson Online Classroom Log Entries. In addition, the school will report on and communicate at least quarterly with parents/legal guardians regarding student academic progress through providing a progress report generated in Pearson Online Classroom. Parents and Learning Coaches have access to the student grade book in Pearson Online Classroom at all times while the student is enrolled. To communicate academic progress, teachers and other school staff members may refer to this information during the regular contacts. The student and Learning Coach agree to report the student's attendance and lesson completion on a daily basis in Pearson Online Classroom. The student and Learning Coach agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted through Pearson Online Classroom, via an online "drop box" or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/guardians/caretakers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

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IV. Methods of Evaluation

Student evaluation will incorporate a variety of methods that may include, but are not limited to: portfolio items, review of assignments by teachers and the Learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original portfolio and original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study

Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral and written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions note-taking, videos, and other educational activities. (Note: Assigned texts, lesson plans, and acceptable monthly-required work samples for students are found in Pearson Online Classroom.) In addition, California Connections Academy will offer opportunities for live interaction and synchronous instruction to student per Education Code § 51747(c).

VI. Resources

California Connections Academy will provide appropriate services, supports, technology and resources to enable student to complete their independent study program successfully. These resources include but are not limited to a credentialed teacher support, Technical Support, Student Support Services, core curriculum, Pearson Online Classroom, lesson manuals, supplementary course material, and special education resources. Additionally, California Connections Academy will ensure student has access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.) By signing below, student's parent/guardian/caregiver is confirming student: (1) has access to devices and connectivity to allow student to adequately participate in independent study and complete assigned work; or (2) will contact the student's supervising teacher if student needs help accessing such connectivity and devices.

Additional Supports for Special Populations: California Connections Academy will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, a customized learning plan and/or curriculum, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and various online intervention supports or programs.

VII. Conditions of Independent Study

1. Independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code §48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
2. This independent study program is substantively equivalent in quantity and quality to classroom instruction. Students in the school have equality of rights and privileges with students in other public-school programs. Students are entitled to school services and resources including, but not limited to: school staff, credentialed teachers, textbooks, supplementary materials, and the services and resources received by other students enrolled in our public school, as specified in the school charter.
3. For students in grades TK–12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which the student must complete the assigned work (i.e., "Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)

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4. Per Education Code § 51747(b) and school's Independent Study Board Policy, the school has determined that the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in independent study:
   - Missing two (2) consecutive contact appointments between the student and teacher.
   - A "participation rate" of less than seventy percent (70%) in the school's Educational Management System (Pearson Online Classroom) over a period of four (4) weeks; or
   - Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month.

   If the student fails to make satisfactory educational progress, this will also trigger an evaluation of whether it is in the best interests of the student to remain in independent study. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year (or, for high school students, to earn sufficient credits towards graduation) and/or progressing toward their goals pursuant to their IEP. Progress is measured based on the indicators set forth in the School's Independent Study Board Policy.

   The evaluation triggered by the missed assignments will be delivered to the parents and to the student, if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code § 51747(b)). The evaluation and written findings may be in electronic format. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and after delivery of a written notice, the school may withdraw the student for non-compliance with the Master Agreement.
5. Students with an Individualized Education Plan (IEP) may participate in the Independent Study Program provided by California Connections Academy Schools if the IEP specifically provides for that participation. (Education Code § 51745(c)) Questions about a student's IEP should be directed to the Director of Student Services.
6. A Master Agreement must be submitted for the full year the student is enrolled in this Independent Study School. Failure to complete and return a valid and signed Master Agreement will lead to withdrawal for non-compliance and/or will lead to forfeit of the status as an "existing pupil" of the school. A Master Agreement's duration shall not exceed one school year. The start date is the student official enrollment or re-enrollment date, and the end date is the last day of school for the school year listed below.
7. Parents/guardians of all high school students under the age of 18 and adult students have reviewed, understand, and agree to the course of study and possible course credits found in Pearson Online Classroom and which is incorporated by reference in and considered part of this Master Agreement.
8. Parents/guardians will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
   a. State standardized testing for all students in any of the grade levels determined annually by the state of California.
   b. Physical Fitness testing for all students in any of the grade levels determined annually by the state of California.
   c. English language testing (the ELPAC) for students identified as English Language Learners in any grade, or initially for students whose primary language at home is not English.
   d. Any other state testing as required by the State of California.
9. Parents/guardians have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Legal Guardian (Caretaker) Acknowledgement and the School Handbook in order to be enrolled in this independent study school. Any breach may result in a review of this Master Agreement and the student's placement in this independent study school. The signature, including a digital signature, of the parent/guardian grants permission for the specified student to participate in independent study as outlined in this Master Agreement.

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2023-24 INDEPENDENT STUDY MASTER AGREEMENT

Student Information

Legal Last Name | Legal First Name | Legal Middle Name

☐ Male ☐ Female ☐ Non-Binary | Gender | Date of Birth / / | Grade for 2023-24 School Year | School Year 2023-24

Street Address | County *(student must physically reside in an eligible county in California)*

City | State | ZIP Code

Home Phone | Work Phone | Mobile Phone

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from this Independent Study Program.

(NOTE: All signatures must be in original handwriting, including the student signature, regardless of the student's age. Typed or electronic signatures are only acceptable in limited situations where the state's signature requirements can be met and each signatory can be verified. Electronic signatures are acceptable if obtained through the school's secure online platform using a unique username and password. California law requires the student to sign this agreement. If the student is unable to sign, contact Enrollment. A document with a missing student signature or missing dates is not valid. At least one parent, legal guardian, or legal caretaker must sign the parent section of the document for all students under the age of 18.)

Student Name (First Middle Last)	Signature	Date
Parent/Guardian Name (First Middle Last)	Signature	Date
Parent/Guardian Name or Other Applicable Name (First Middle Last)	Signature	Date
Supervising Teacher Name	Signature	Date
Teacher Responsible for Special Education Name (if applicable)	Signature	Date

Internal Use Only:

The information for this section can be found in the Educational Management System

Date Agreement Begins: _____ Agreement Ends on the last school day of 23-24: _____

California Connections Academy School: ☐ SoCal ☐ Central Coast ☐ Central Valley ☐ NorCal ☐ Monterey Bay ☐ North Bay

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TEACHER SIGNATURE PAGE (for school use only)

Student Information

Legal Last Name		Legal First Name	Legal Middle Name
User ID	Date of Birth / /	Grade for 2023-24 School Year	2023-2024 School Year	Gender

Agreement to Terms

I agree to the use of an electronic method of signature, and I acknowledge by entering my name digitally or by signing below that I have read, understand, and agree to all the Conditions of Independent Study and terms set forth in this Master Agreement.

Internal Use Only: Date Agreement Begins: Date Agreement Ends:

California Connections Academy School: ☐ Central Coast ☐ Central Valley ☐ Monterey Bay ☐ NorCal ☐ North Bay ☐ SoCal

Supervising Teacher Name (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date
Name of Other Teacher Providing Instruction (Last, First Middle)	Signature	Date

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California Online Public Schools
A California Nonprofit Public Benefit Corporation

Operating
California Connections Academy Schools

RESOLUTION OF THE BOARD OF DIRECTORS TO AUTHORIZE ENROLLMENT LIMITS FOR 2023-24

WHEREAS, the California Online Public Schools Board of Directors governs the California Connections Academy Schools, comprised of six charter schools serving 32 counties in California and,

WHEREAS, as a network of online charter schools, in support of the mission of the schools, the approved charters for each school, along with the enrollment practices, have historically allowed all students who are interested and eligible to attend one of the schools, and,

WHEREAS, compliance requirements and the nature of independent study for non-classroom based charter schools have changed dramatically in the past years due to several factors, and,

WHEREAS, the school Administration must plan for the upcoming school year, including ensuring that appropriate staffing resources are available to implement the educational program in alignment with the mission of the schools, and to meet any compliance requirements, and,

WHEREAS, state law regarding charter schools requires that if enrollment demand exceeds capacity, a public lottery must be held, and,

WHEREAS, enrollment interest and demand for online public school programs has increased significantly in the past year and is not following historic patterns or predictability, and,

WHEREAS, the California Online Public Schools Board of Directors adopted and keeps updated Lottery and Wait List Policies, and,

WHEREAS, the California Online Public Schools Board of Directors, has fiduciary responsibility to the organization, as well as responsibility for the performance of each school, and therefore recognizes that there must be advanced as well as ongoing planning regarding the number of students who attend the school as well as each grade band.

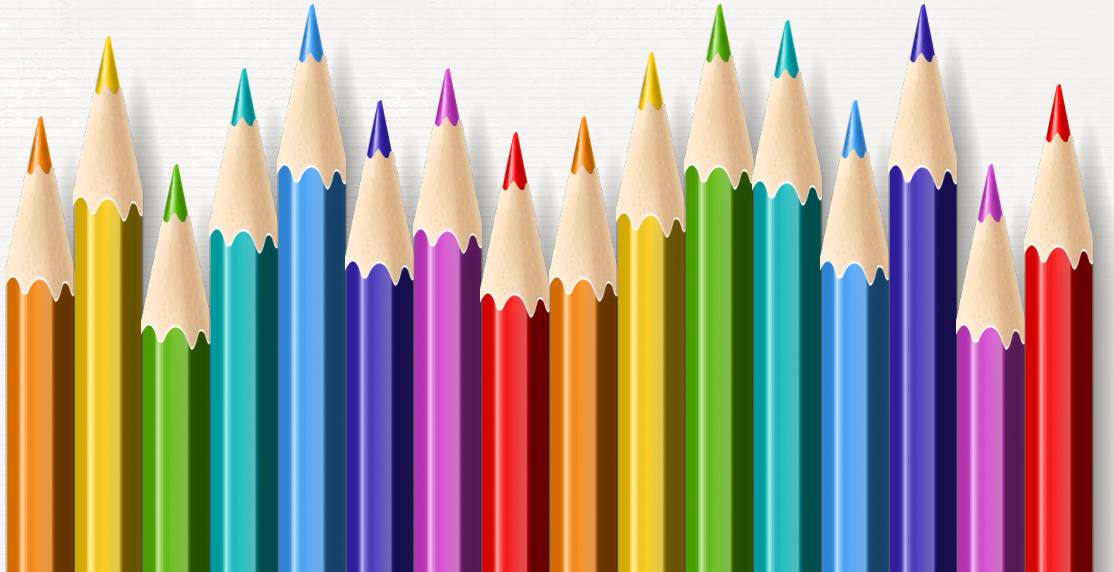
NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes initial enrollment limits for California Connections Academy schools for the 2023-24 school year, as shown in the chart below, and,

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the Superintendent (and/or designee) to develop and implement, as they see a need, procedures to do the following: implement the Lottery and Wait List Policies adopted and approved by the Board, establish grade level and/or grade span specific enrollment limits, establish procedures for waiting list(s) for each school, temporarily suspend or re-open new applications as needed, communicate effectively to stakeholders of the organization regarding enrollment procedures, and ensure returning eligible students are given the opportunity to attend during the 2023-24 school year.

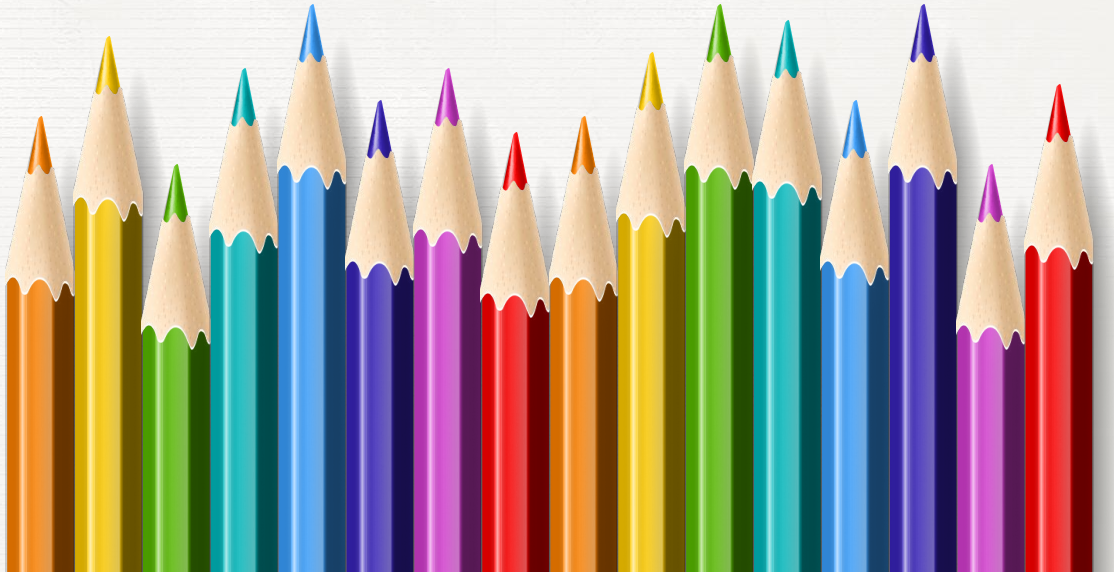
SCHOOL NAME	SCHOOL ENROLLMENT LIMIT 2023-24
Grades TK - 5	**2562**
Grades 6-8	**2160**
Grades 9-12	**4278**
CalCA TOTAL	**9000**

Approval Date: 1/24/23

School Enhancement Target (SET) Review
Quarter 1
SY 2223



SET Goal Progress Monitoring



School Enhancement Target (SET) Goals 2223

✘ Academic

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

✘ Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.

✘ Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

All CalCA Schools 2122 Grad Rate

School	Grad Rate
SoCal	86.3%
NorCal	82.2%
Central Valley	78.2%
North Bay	77.8%
Central Coast	90.9%
Monterey Bay	88.9%

Grad Rate Data

	1920	2021	**2122**
SoCal	67.2%	77%	**86.3%**
NorCal	62.6%	72.5%	**82.2%**
Central Valley	55.3%	70.7%	**78.2%**

We have exited CSI (Comprehensive Support and Improvement) for all three schools!!

- Graduation rate below 68%
- CSI exit is based on most recent two years average.

Project Success (PS) Update

Data Description	Q1 2223
# of STs Enrolled	178
# of STs Passed All Courses	151
# of STs Passed 3 or more Courses	16
# of STs Passed No Courses	4
# of Courses Passed	733
# of Courses Failed	48
Pass Rate	94%

Grad Rate Next Steps

- Big focus on how to keep students on cohort prior to their senior year
  - Great work happening with CHAMPS students.
- Continued focus on Project Success 11th and 12th grade students
  - Adding 2 new 12th grade PS HR teachers at second semester 2223 and 80+ credit deficient students

Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

SMART Goal Data Q1

- Schoolwide PLCs:
  - 42.6% of SMART goals were met.
- Math PLCs:
  - 43.5% of SMART goals were met.

Academic Next Steps

- Continued incorporation of iReady and MAP data in PLC planning.
  - Work is continuing to make i-Ready and MAP data actionable for teachers.
- Continuing PLC LEAD Meetings
  - Review of PLC SMART goals at end of quarter 2/semester end.

Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.

Engagement Data - % of STs receiving 5 or more contacts in a 10 week period

School	Q1 2223
School Wide	97.7%
Elementary	98.4%
Middle	97.3%
High	97.5%

- The percentage of STs that received 5 or more contacts from September 6, 2022 through November 14, 2022. (Q1)

Fall 2223 Diagnostic Window Participation

i-Ready Reading
93%

MAP Reading
98.05%

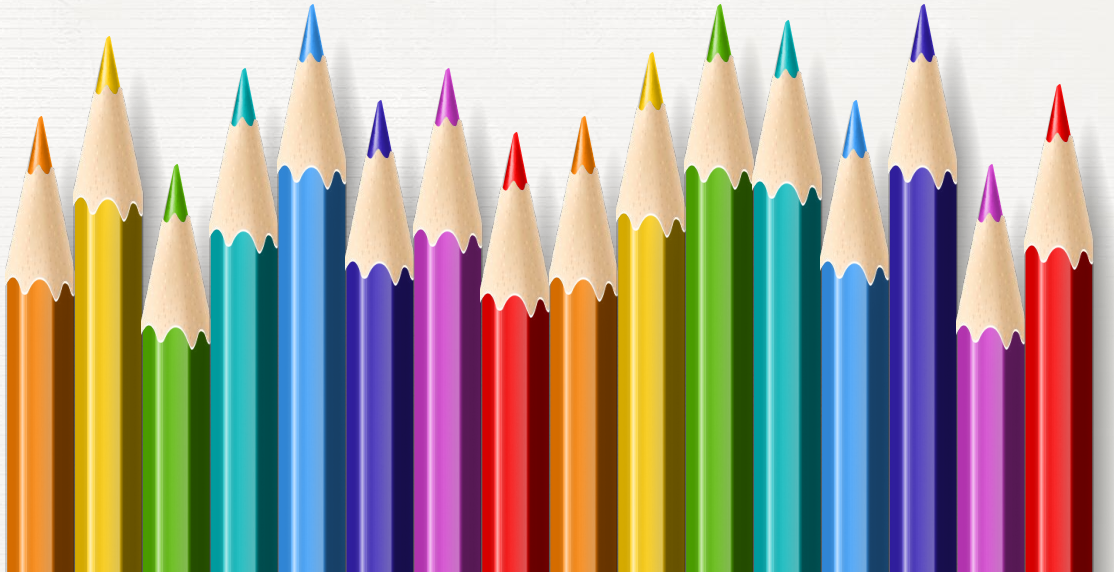
i-Ready Math
93%

MAP Math
97.07%

Engagement Next Steps

- Celebrate efforts!
- Keep the momentum going!
- CAASPP Participation
  - post pandemic

Thank you!



January 2023 Policy Update

Governor Newsom's Proposed Budget Addresses $22.5 Billion Deficit:

Governor Gavin Newsom proposed a leaner budget on January 10, 2023, with cuts to address a projected $22.5 billion budget shortfall. If this shortfall materializes, it is California's weakest revenues since the 2008 recession, according to the nonpartisan state Legislative Analyst's Office.

Governor Newsom will present a revised budget in May of 2023 based on the latest economic forecasts. The legislature will then advance the 2023-24 budget to the Governor in June for its adoption by July 1, 2023.

Governor Newsom is committed to keeping his promises with the 2023-24 budget including transforming public education. The highlight in the 2023-24 budget is $23,723 total per pupil spending in this January 2023 forecast, which is primarily funded by Prop 98 funds which are projected to be $17,519 of the $23,723 per pupil. Other funds for public education include:

- $12.5 billion learning recovery & learning loss mitigation
- $4.7 billion children/youth behavioral health
- $4.1 billion community schools
- $4 billion ongoing before/after school & summer school
- $3.6 billion Special Education
- $1.2 billion ongoing for universal TK; $3 billion when fully implemented

Governor Newsom's additional priorities include transforming higher education; addressing homelessness; housing affordability; increasing healthcare access; reducing wildfire/drought/flood risks; keeping Californians safe and economic development.

California State Board of Education Meeting on January 19-20, 2023:

Item 8 on the January 19th Agenda lists California Connections Academy Central Valley and California Connections Academy @ Ripon with approved Comprehensive Support & Improvement Plan Summaries. Central Valley was approved on July 6, 2022 and NorCal/Ripon on September 1, 2022.

Connections Academy Assistant Principal/Principal Competency Model

Competency 1: Achievement Focus

Element	Ineffective	Needs Improvement	Effective	Highly Effective
Holds self and others accountable for high academic achievement of all students.	Sets low achievement expectations for students or does not focus on achievement for every student. May make excuses or rationalize low student performance.	Articulates personal accountability for high academic achievement for most students, and communicates the same standard to teachers and staff. Focuses on attaining learning gains for most students.	Demonstrates personal accountability for high academic achievement for all students, and works directly with the principal to hold teachers and staff to the same standard. Takes deliberate action to attain learning gains for every student. Models daily actions that support the school vision.	EFFECTIVE PLUS…Focuses relentlessly on student outcomes and successfully supports teachers and staff to achieve dramatic learning gains for every student. Champions the school vision in all words and actions.
Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.	Does not support teachers in setting goals or teachers' goals may be vague, lack rigor, or not align with challenges or needs. May give up in the face of adversity.	Is sometimes successful at helping teachers set challenging student outcome goals. Persists and overcomes anticipated obstacles, but may have difficulty managing unexpected adversity.	Helps teachers set, monitor, and achieve challenging goals based on student outcomes. Anticipates, adapts, and persists in the face of obstacles and responds in a positive, solutions- oriented manner.	EFFECTIVE PLUS…Models for teachers how to overcome obstacles and be resourceful and innovative to increase student achievement.
Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.	May avoid conversations about student achievement gaps in their school. Is unable to generate a sense of urgency in others to close achievement gaps.	Has some comfort engaging others in conversations about equity gaps, but may not initiate conversations or confront others' preconceptions about race, culture, class, or other differences among	Effectively initiates, engages in, and models courageous conversations about equity gaps and implements strategies to eradicate inequities in their school.	EFFECTIVE PLUS…Works collaboratively with the principal to generates a shared sense of urgency among teachers, staff and the community to close achievement gaps and prepare all students for

		students. Communicates the importance of closing achievement gaps, with mixed results in generating a sense of urgency among stakeholders.		college and careers.

Competency 2: Instructional Expertise

Element	Ineffective	Needs Improvement	Effective	Highly Effective
Conducts high- quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning.	Rarely conducts classroom observations or observations are not strategically focused. They are scheduled for compliance purposes. Does not accurately assess teacher performance.	Occasionally conducts strategically focused classroom observations. Most observations are scheduled based on timelines and requirements although some walkthroughs are completed throughout each week with limited feedback given. Accurately assesses teacher performance.	Regularly conducts strategically focused classroom observations and walkthroughs that are based on the needs of teachers. Observation schedule allows for ongoing feedback and growth for teachers. Understands pedagogy and accurately assesses teacher performance.	EFFECTIVE PLUS…Spends a significant amount of time conducting classroom observations and walkthroughs that are strategically planned to provide a system of support to every teacher. Has an in-depth knowledge of pedagogy and strategies for improving instructional practices.
Uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.	Rarely supports teacher use of data to guide grouping or re- teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data and rarely attempts to ensure that instruction is differentiated based on	Attempts to develop teacher ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and	Supports and develops teacher ability to analyze quantitative and qualitative data to identify content that students did not learn and guide grouping and re-teaching strategies. Holds teachers accountable for analyzing student work	EFFECTIVE PLUS…Builds the capacity of individual teachers and teacher teams to effectively and consistently use multiple sources of data to identify content that students did not learn and guide grouping and re- teaching.

	student need or that students receive appropriate interventions.	data.	and data to determine appropriate differentiations and interventions.	Works with the principal and school teams to make frequent updates to the intervention plan for students or sub groups not making progress.
Ensures students master state standards by aligning curriculum, instructional strategies, and assessments.	Allows teacher use of a curriculum that is not aligned to college readiness standards and allows staff use of misaligned lesson and units that are disconnected from year-end goals.	Develops and supports the implementation of standards-based curriculum. Attempts to align to state standards to meet student learning needs and encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans.	Engages with the leadership team and other key staff in developing, adapting and implementing curriculum aligned to state standards. Leads analysis of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.	EFFECTIVE PLUS…Builds the capacity of teachers to effectively develop, adapt, and implement rigorous curriculum aligned to the state standards to effectively address all students learning needs as well as analyze standards, curricula and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.

Competency 3: Managing and Developing People

Element	Ineffective	Needs Improvement	Effective	Highly Effective
Provides clear expectations for staff performance and communicates success and needed improvements regularly.	Does not clearly communicate performance expectations to teachers and staff.	Communicates basic performance expectations for teachers and staff, but does not consistently link expectations to student outcomes. Communicates expectations to teachers	Clearly explains performance expectations to teachers and staff and consistently holds them accountable for meeting them.	EFFECTIVE PLUS…Recognizes individuals who consistently meet performance expectations and supports those who need improvement.

		and staff and applies rules inconsistently. Does some monitoring to track progress.		
Uses multiple methods to assess teacher and staff effectiveness and provides timely, targeted, and actionable feedback.	Uses minimal evidence or relies on perception to assess teacher and staff effectiveness. Feedback to teachers and staff may not be timely, frequent, or actionable.	Uses limited data sources or evidence to assess teacher and staff effectiveness. Provides specific and timely feedback to teachers and staff, but feedback may not include action steps or may not result in improved practice.	Uses multiple data sources and evidence to assess teacher and staff effectiveness. Regularly incorporates specific data and examples to provide timely, targeted, and actionable feedback, resulting in improved practice.	EFFECTIVE PLUS…Engages in regular dialogue with teachers and staff about their development. Consistently provides manageable feedback that supports learning and results in improved practice.
Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.	Rarely differentiates professional development or supports for teachers based on teacher-specific data trends, strengths or growth areas.	Considers teacher-specific data trends, strengths, or growth areas in determining professional development and supports for teachers but may not effectively differentiate coaching and supports.	Works with the leadership team to regularly disaggregate data to identify teacher-specific trends, strengths, and growth areas. Uses data to provide differentiated, job-embedded professional development and determine the most impactful supports for each teacher.	EFFECTIVE PLUS…Actively supports effective induction for new teachers.
Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning.	Rarely provides leadership opportunities and allows ineffective or misaligned staff to serve in leadership roles.	Provides leadership opportunities to teachers who express interest. Attempts to support their development in leading other adults.	Identifies effective teachers and provides them with leadership opportunities. Supports the development of teacher leaders.	EFFECTIVE PLUS…Actively provides meaningful leadership opportunities to effective teachers. Mentors and supports teacher leaders in leading other

				adults.
Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.	Does not proactively identify or recruit high-potential candidates to support the filling of school vacancies. Inaccurately assesses candidate competencies. May allow personal relationships to influence staffing recommendations.	Accurately assesses candidate competencies but may not consider school-specific needs in recommendations.	Proactively anticipates potential teacher turnover and shares staffing needs with the principaL/executive director. Supports the recruitment and screening of high- potential candidates for each vacancy. Effectively assesses candidate competencies to hire candidates that match school needs.	EFFECTIVE PLUS...Builds networks with district staff and other schools to identify and recruit high-potential candidates. Supports the grooming of future school teachers from intern and substitute pools.

Competency 4: Culture and Relationship Building

Element	Ineffective	Needs Improvement	Effective	Highly Effective
Establishes collaborative relationships with stakeholders to achieve objectives.	Does not listen to or recognize stakeholder concerns impacting collaboration. May alienate or disengage stakeholders when working to achieve objectives.	Listens to others in an attempt to understand their perspectives. Empathizes with others' points of view. Builds collaborative, respectful relationships but may not engage some stakeholders.	Actively listens to others and seeks to understand and address their perspectives and needs. Treats others with dignity and respect. Builds and maintains strong, collaborative relationships with internal and external stakeholders to achieve objectives.	EFFECTIVE PLUS…Supports a climate in which stakeholders treat one another with dignity and respect. Builds coalitions with stakeholders at all levels to achieve collaborative goals.

Creates a positive and safe environment for teachers, students, families, and, if applicable, the community.	Sends inconsistent messages about the school's values and behavioral expectations and inconsistently applies positive and negative consequences. Provides inadequate support for students' social and emotional development needs and fails to ensure a safe school environment.	Communicates the school's values to staff and students and implements a code of conduct for students attempting to fairly apply positive and negative consequences. Provides some support for student's social and emotional development and supports meaningful connections between students and adults. Manages a safe school environment.	Translates the school's values into specific expectations for adults and students and ensures staff explicitly teaches expectations to students. Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented. Works with the leadership team to support students' social and emotional development. Respects and values each student in the school. Fosters strong connections among students and adults. Ensures a safe and secure school environment.	EFFECTIVE PLUS…Builds the capacity of staff and students to translate the school's values into specific expectations. Tracks discipline data to ensure equitable application of positive and negative consequences supporting students in changing behaviors. Builds the capacity of staff to support and enhance students' social and emotional development and ensures each student is valued through systems fostering strong connections. Continuously assesses systems to ensure the school environment is safe and secure.
Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.	Does not resolve conflict or does so in an indirect, abrasive, or destructive manner. Avoids difficult conversations.	Anticipates challenges but does not manage conflict to effective resolution or vice versa. Is willing to have difficult conversations but is not always successful. Sometimes operates in a negative and reactive mode when dealing with conflict.	Anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and identifies "win- win" solutions. Exhibits willingness, courage, and skill to have effective difficult conversations.	EFFECTIVE PLUS...Models for teachers to directly resolve conflict wherever possible. Helps stakeholders understand shared goals and other perspectives. Engages stakeholders in problem resolution.
Embraces diverse	Does not consider diverse	Considers other	Seeks and considers diverse	EFFECTIVE PLUS…Supports

viewpoints and solicits stakeholder input in decision- making.	perspectives or may have difficulty leveraging differing points of view to improve decision-making. May be dictatorial or overly conciliatory.	perspectives. May seek stakeholder input but moves ahead with own decisions or becomes paralyzed by trying to reach consensus or appease others.	perspectives. Actively solicits stakeholder input in order to make informed decisions in the best interest of students.	a culture that respects diverse viewpoints in which teachers and staff routinely seek stakeholder input to make informed decisions. Is willing to make unpopular decisions in the best interest of students.
Communicates effectively with all stakeholders.	Does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	Communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	Communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience, context, and mode of communication. Exhibits poise and professionalism, even when under pressure.	EFFECTIVE PLUS…Creates proactive communication channels for all stakeholders and guides teachers and staff to do the same.
Motivates, inspires, and moves other adults to feel ownership and take action.	May disempower others or cause others to disengage. Lacks leadership or strategies to move adults to action.	Attempts to engage others and build ownership for outcomes, but is only sometimes successful. Sets an optimistic tone with stakeholders but may not successfully move other adults to take action to achieve goals.	Engages others and builds ownership for outcomes. Motivates, inspires, and moves other adults to take action to achieve ambitious goals.	EFFECTIVE PLUS…Shares leadership appropriately. Develops teacher capacity to motivate, inspire, and move other adults to take action to achieve ambitious goals.
Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and	Does not reflect. Inaccurately assesses own strengths or growth areas. Demonstrates limited	Sometimes reflects and identifies some strengths and growth areas. Demonstrates some	Regularly reflects on and accurately assesses own strengths and substantive growth areas.	EFFECTIVE PLUS… Proactively solicits feedback from others and uses information to prioritize

professional development to improve.	awareness of impact on or perception by others. May become defensive when receiving feedback. Only takes limited action to grow.	awareness of impact on and perception by others. Sometimes solicits performance feedback. Pursues development opportunities, but may not prioritize opportunities aligned with growth areas.	Demonstrates awareness of impact on and perception by others. Regularly solicits and incorporates performance feedback. Pursues development opportunities to improve in growth areas.	own development goals. Adapts communications and actions to improve impact on and perception by others. Demonstrates continual improvement.

Competency 5: Problem-Solving and Strategic Change Management

Element	Ineffective	Needs Improvement	Effective	Highly Effective
Collects, analyzes, and uses multiple forms of data to make decisions.	Uses data inconsistently or has difficulty understanding or using data to inform decision-making.	Collects and analyzes different sources of data. May have difficulty identifying the most salient data to inform decision-making. Some decisions may not align with or support findings.	Collects, analyzes, and draws meaningful conclusions from multiple forms of quantitative and qualitative data (e.g., teacher, classroom, and student-level data) to inform short- and long-term decision-making.	EFFECTIVE PLUS…Regularly shares data findings with stakeholders.
Identifies problems, analyzes root causes, and develops effective strategies to resolve issues.	Does not accurately identify problems or prioritize the most critical issues to increase student achievement. Strategies may not address critical issues.	Identifies problems and attempts to diagnose root causes with varying success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.	Effectively identifies problems. Analyzes complex issues to accurately diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.	EFFECTIVE PLUS…Anticipates problems before they occur. Regularly leads teachers in a process to understand root causes of issues and help develop effective strategies to resolve them.

Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.	Develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan. Rarely monitors implementation.	Develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges. Monitors progress.	Develops and implements clear action plans that address weekly and monthly milestones to address identified issues, demonstrating the ability to balance the big picture with detailed steps to reach the end goal. Monitors progress and makes mid-course corrections, when needed, to ensure success.	EFFECTIVE PLUS…Reflects on past practice and incorporates lessons learned in future action plans.
Builds buy-in from diverse stakeholders and overcomes resistance to advance school improvement.	Does not recognize the impact of change on others or attempt to manage resistance. Attempts to lead change by directing others and is unable to build stakeholder buy-in.	Sometimes recognizes the impact of change on others and works to manage resistance. Communicates the need for change to diverse stakeholders. Creates some short- term wins.	Recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds buy-in from diverse stakeholders. Creates short-term wins to build momentum and sustainability for longer-term change.	EFFECTIVE PLUS…Supports the principal in expertly managing change. Converts resistance to support by engaging concerned stakeholders and/or leveraging supporters to influence others.