

California Connections Academy Monterey Bay

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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@californiaops.org
School Website	https://www.connectionsacademy.com/california-online-school
County-District-School (CDS) Code	44-75432-0139410

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 designated by the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	24
Grade 3	15
Grade 4	16
Grade 5	26
Grade 6	35
Grade 7	37
Grade 8	47
Grade 9	40
Grade 10	56
Grade 11	80
Grade 12	55
Total Enrollment	476

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	48.9%
Asian	12.2%
Black or African American	0.6%
Filipino	2.3%
Hispanic or Latino	41.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	15.5%
White	27.9%
English Learners	8%
Foster Youth	0.2%
Homeless	1.1%
Socioeconomically Disadvantaged	38%
Students with Disabilities	14.1%

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)	2.90	84.70	95.40	91.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	1.42	0.40	0.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	8.50	4.70	4.58	12115.80	4.41
Unknown	0.10	5.10	3.40	3.30	18854.30	6.86
Total Teaching Positions	3.50	100.00	104.50	100.00	274759.10	100.00

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)	10.80	89.76	101.90	89.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	3.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	1.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	7.35	4.00	3.55	11953.10	4.28
Unknown	0.30	2.81	2.50	2.23	15831.90	5.67
Total Teaching Positions	12.10	100.00	113.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.10
Local Assignment Options	0.20	0.70
Total Out-of-Field Teachers	0.30	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	2.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	Yes	0

	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>		
<p>Mathematics</p>	<p>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</p>	<p>Yes</p>	<p>0</p>

	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>		
Science	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>	Yes	0
History-Social Science	<p>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</p>	Yes	0

	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>		
<p>Foreign Language</p>	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>	<p>Yes</p>	<p>0</p>

<p>Health</p>	<p>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.’</p> <p>For the most recent complete curriculum Program Guide, please visit the following URL :https://www.connectionsacademy.com/california-online-school/academics/curriculum/</p>	<p>Yes</p>	<p>0</p>
<p>Visual and Performing Arts</p>	<p>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</p>	<p>Yes</p>	<p>0</p>

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
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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
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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
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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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	57	65	63	47	46
Mathematics (grades 3-8 and 11)	37	36	55	55	33	34

2022-23 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	248	197	79.44	20.56	56.85
Female	121	99	81.82	18.18	58.59
Male	123	96	78.05	21.95	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	36	32	88.89	11.11	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	76	83.52	16.48	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	36	76.60	23.40	69.44
White	67	48	71.64	28.36	50.00
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	54	76.06	23.94	51.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	24	70.59	29.41	20.83

2022-23 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	248	197	79.44	20.56	36.04
Female	121	99	81.82	18.18	28.28
Male	123	96	78.05	21.95	42.71
American Indian or Alaska Native	0	0	0	0	0
Asian	36	32	88.89	11.11	71.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	76	83.52	16.48	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	36	76.60	23.40	50.00
White	67	48	71.64	28.36	43.75
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	54	76.06	23.94	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	24	70.59	29.41	8.33

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.16	34.72	54.31	51.96	29.47	30.29

2022-23 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	201	145	72.14	27.86	34.48
Female	107	77	71.96	28.04	33.77
Male	91	67	73.63	26.37	34.33
American Indian or Alaska Native	0	0	0	0	0
Asian	17	14	82.35	17.65	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	62	77.50	22.50	16.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	27	67.50	32.50	37.04
White	57	38	66.67	33.33	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	45	71.43	28.57	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	20	68.97	31.03	20.00

2022-23 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
Entrepreneurship: Starting Your Own Business A
Entrepreneurship: 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

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	27.54

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	2.33%	2.33%	2.33%	2.33%	2.33%
Grade 7	11.48%	11.48%	11.48%	11.48%	11.48%
Grade 9	3.64%	3.64%	3.64%	3.64%	3.64%

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.

2023-24 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. They also have the opportunity to take part in the Caretaker and Administration Collaboration Meeting that allows for a less formal conversation where parents can ask more in depth questions and further our discussion surrounding our school and school goals. A popular private Facebook page provides opportunities for parents to interact and communicate about a variety of topics.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	18.1	10.4	24.7	6.1	4	9.2	9.4	7.8	8.2
Graduation Rate	73.6	88.1	71.2	91.3	94.8	89.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	73	52	71.2
Female	44	33	75.0
Male	29	19	65.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	26	19	73.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	10	83.3
White	27	18	66.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	25	69.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	8	57.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	528	100	18.9
Female	271	265	46	17.4
Male	261	256	51	19.9
Non-Binary	7	7	3	42.9
American Indian or Alaska Native	0	0	0	0.0
Asian	59	58	1	1.7
Black or African American	5	5	2	40.0
Filipino	11	11	0	0.0
Hispanic or Latino	229	222	57	25.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	86	85	15	17.6
White	145	143	24	16.8
English Learners	50	49	15	30.6
Foster Youth	1	1	0	0.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	228	221	66	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	86	22	25.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.25	2.01	1.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Because our charter school is a virtual school, school safety issues differ from a traditional school. There is no physical school site location, therefore, students and staff all work remotely. 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.

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	5	3		
1	17	1		
2	7	2		
3	12	2		
4	5	4		
5	5	5		
6	7	22	3	
Other	14	1		

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	2	2		
1	5	5		
2	9	2		
3	5	4		
4	5	5		
5	9	3		
6	12	23		3
Other	17	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	3	0	0
1	7	3	0	0
2	12	1	1	0
3	5	3	0	0
4	4	4	0	0
5	5	5	0	0
6	9	28	2	0
Other	0	0	0	0

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	8	32	2	2
Mathematics	7	30	2	
Science	8	31	1	
Social Science	10	24	3	1

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	10	29		4
Mathematics	7	36	1	2
Science	8	34	1	1
Social Science	10	25	1	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9	35	2	2
Mathematics	8	32	3	1
Science	10	26	0	2
Social Science	10	27	1	2

2022-23 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	432.73

2022-23 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)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,010	\$65,254
Percent Difference - School Site and District	N/A	N/A	-47.3	
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	19.7	

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,540	\$50,875
Mid-Range Teacher Salary	\$65,843	\$79,761
Highest Teacher Salary	\$86,570	\$103,045
Average Principal Salary (Elementary)	\$115,503	\$128,154
Average Principal Salary (Middle)	\$104,024	\$131,774
Average Principal Salary (High)	\$121,044	\$142,676
Superintendent Salary	\$232,212	\$211,462
Percent of Budget for Teacher Salaries	27.26%	30.11%
Percent of Budget for Administrative Salaries	5.6%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.7
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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	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

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

Professional Development

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 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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20