

California Virtual Academy at Sonoma

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	California Virtual Academy at Sonoma
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	Elizabeth Palmiter
E-mail Address	admin@caliva.org
Web Site	http://cava.k12.com/
CDS Code	49707970107284

District Contact Information	
District Name	California Virtual Academy at Sonoma
Phone Number	805.581.0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	http://cava.k12.com/

School Description and Mission Statement (School Year 2016-17)

California Virtual Academy @ Sonoma believes that, given a comprehensive and mastery-based curriculum, high expectations, access to technology, strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents or other caring adults, a well-conceived virtual education program will boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

The goals of our educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners
- Empowering the parent as the teacher through a guided program and training
- Offering flexibility and choices to increase student interest in learning
- Using a variety of lessons, activities, and modalities to improve student achievement
- Striving for mastery of all skills by every student
- Developing reflective learners
- Developing technology literate students

Our Mission Statement

The California Virtual Academy at Sonoma is a community of educators, students, parents and learning coaches working together to create lifelong learners and responsible members of society. Our team works collaboratively to engage every student, every day, to ensure success in standards aligned curriculum.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	20
Grade 1	25
Grade 2	32
Grade 3	39
Grade 4	32
Grade 5	39
Grade 6	42
Grade 7	52
Grade 8	71
Grade 9	66
Grade 10	87
Grade 11	68
Grade 12	65
Total Enrollment	638

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	1.6
Asian	2.2
Filipino	4.1
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	1.4
White	51.3
Two or More Races	9.6
Socioeconomically Disadvantaged	57.1
English Learners	2
Students with Disabilities	14.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	100%	100%	100%	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

CAVA is a public charter school. Students are provided new curriculum each year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Plus (TK), Language Arts Blue (K), Green (1st), Orange (2nd), and Purple(3rd), Language Arts/Language Skills 4 & 5 English/Language Arts 6, English/Language Arts 7, English/Language Arts 8 Summit English 9, Summit English 10; Core, Comprehensive, Honors, AP, Credit Recovery American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
Mathematics	Embark Plus (TK), Math+Blue (K), Math+Green (1st), Math+Orange (2nd), Math+Purple (3rd), Math+Read(4th), Math+Yellow (5th), Math 6 (6th), Math 7 (7th), Math 8 (8th) Pre-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Cal/Trig, Personal Finance, Consumer Math, AP Stats, AP Calculus	Yes	0%
Science	Embark Plus (TK), Science K-5 Earth Science (6th), Life Science (7th), Physical Science (8th) Core, Comprehensive, Honors, Earth Science; Core, Comprehensive, Honors, AP, Biology; Core, Comp, Honors, AP Chemistry; Comp & Honors Physics	Yes	0%
History-Social Science	Embark Plus (TK), History K-4, CA State History, American History A (5th), World History A (6th) World History B (7th), American History (8th) Core, Comprehensive, AP, and Honors, World and US History; Core, Comp, Core, Credit Recovery Government and Economics; Credit Recovery US History	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish, French, German Year 1 & Year 2 (3rd-5th), Latin Year 1 (3rd-5th) Middle School Spanish, French, German, Latin, and Chinese Year 1 & Year 2 (6th - 8th) Spanish 1, 2, 3, & AP (HS), French 1-3 (HS)	Yes	0%
Health	High School Skills for Health and Health Science	Yes	0%
Visual and Performing Arts	Embark Plus (TK), Art K-4, American Art A (5th), World Art A & B, American Art (6th - 8th) Embark Plus (TK), Spotlight on Music (K-5), Spotlight on Music (6th - 8th) Fine Art, Music Appreciation, Digital Arts 1 & 2, and Image Design and Editing (HS)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Non-site based program so no lab equipment.		

School Facility Conditions and Planned Improvements (Most Recent Year)

CAVA is a non-site based independent study school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: N/A				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	43	43	46	52	44	48
Mathematics	21	20	33	36	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	42	37	88.1	35.1
	4	30	24	80.0	41.7
	5	41	37	90.2	51.4
	6	40	34	85.0	32.4
	7	59	53	89.8	28.3
	8	79	65	82.3	38.5
	11	87	62	71.3	64.5
Male	3	23	20	87.0	25.0
	4	13	10	76.9	10.0
	5	21	19	90.5	57.9
	6	17	12	70.6	33.3
	7	33	31	93.9	35.5
	8	35	27	77.1	29.6
	11	40	29	72.5	72.4
Female	3	19	17	89.5	47.1
	4	17	14	82.3	64.3
	5	20	18	90.0	44.4
	6	23	22	95.7	31.8
	7	26	22	84.6	18.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	44	38	86.4	44.7
	11	47	33	70.2	57.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	14	13	92.9	38.5
	11	19	15	79.0	60.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	3	16	13	81.3	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	16	12	75.0	66.7
	5	22	20	90.9	60.0
	6	16	14	87.5	42.9
	7	31	28	90.3	32.1
	8	42	33	78.6	42.4
	11	44	29	65.9	75.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	22	20	90.9	25.0
	4	16	15	93.8	33.3
	5	23	21	91.3	47.6
	6	21	19	90.5	5.3
	7	34	30	88.2	23.3
	8	39	31	79.5	29.0
	11	41	32	78.0	59.4
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	17	10	58.8	50.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	42	37	88.1	29.7
	4	31	25	80.7	36.0
	5	41	37	90.2	18.9
	6	40	34	85.0	14.7
	7	59	53	89.8	17.0
	8	79	65	82.3	20.0
	11	87	62	71.3	14.5
Male	3	23	20	87.0	20.0
	4	13	10	76.9	20.0
	5	21	19	90.5	15.8
	6	17	12	70.6	25.0
	7	33	31	93.9	29.0
	8	35	27	77.1	25.9
	11	40	29	72.5	24.1
Female	3	19	17	89.5	41.2
	4	18	15	83.3	46.7
	5	20	18	90.0	22.2
	6	23	22	95.7	9.1
	7	26	22	84.6	
	8	44	38	86.4	15.8
	11	47	33	70.2	6.1
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	14	13	92.9	15.4
	11	19	15	79.0	6.7
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	3	16	13	81.3	38.5
	4	16	12	75.0	58.3
	5	22	20	90.9	20.0
	6	16	14	87.5	21.4
	7	31	28	90.3	25.0
	8	42	33	78.6	27.3
	11	44	29	65.9	20.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	22	20	90.9	20.0
	4	17	16	94.1	25.0
	5	23	21	91.3	14.3
	6	21	19	90.5	
	7	34	30	88.2	6.7
	8	39	31	79.5	12.9
	11	41	32	78.0	6.3
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	17	10	58.8	10.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	49	48	45	63	76	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	216	177	81.9	44.6
Male	103	82	79.6	57.3
Female	113	95	84.1	33.7
Black or African American	29	20	69.0	45.0
Hispanic or Latino	35	29	82.9	31.0
White	112	92	82.1	50.0
Two or More Races	19	18	94.7	50.0
Socioeconomically Disadvantaged	108	85	78.7	38.8
Students with Disabilities	23	18	78.3	27.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

We do not offer CTE.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	31.46
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.4	5.9	5.9
7	15.8	15.8	
9	15	20	25

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are an extremely important part of California Virtual Academy @ Sonoma (CAVA @ Sonoma). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ Sonoma students state that they are more involved in their child's education than they were at their previous school. Some parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. The mentors support and encourage families in learning to navigate the day-to-day management of home education. Parents are given an opportunity to make their voices heard (both online and offline) and provide their opinions on the direction of the school. Some parents will be asked to give critiques and/or testimonials about the program.

Direct parental involvement is fundamental to the school's success. Parents are involved from the start of the school year by researching our program and choosing to enroll their child in our school. Parents attend a registration conference and agree to the enrollment requirements. By completing these steps, parents show they are committed to being an active member of their student's education team in our program.

Parental involvement is enhanced by the fact that the school will be educating not only students, but also its parents. Parents will be trained on the K12 instructional system, and taught how to be effective instructional coaches under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become expert e-mail and Internet users and will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. Parents will have a rich social networking experience with the school Facebook site and Yahoo Groups. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff presented Learning Coach workshops. We have a very detailed Parent Student handbook, Special Education handbook and CAVA @ Sonoma New Parent Resource Guide. The Parent Mentor program provides the ultimate one-on-one experience for Learning Coaches who would like a mentor to support them in their journey.

The Elementary Department provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. CAVA @ Sutter believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery through the use of technology and the K12, Inc. Curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and in-person meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, and when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in in-person meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

Middle School teachers are offering our middle school parents Parent Education sessions. These sessions provide support to our parents with understanding and working with their students in the common core curriculum for mathematics and English language arts. These sessions were determined by the survey results of CAVA @ Sonoma parents.

The High School Community Plan details our plans regarding Outings, Learning Coach Orientations, and Learning Coach Workshops:

Outings:

The Campus 1 outing policy includes offering one outing per month, per region. A region is defined as an area overseen by a Regional Lead Teacher (approximately by school). Each teacher will attend one outing, and one High School Hangout per semester. If regionally possible, each teacher should attend the same outing as his or her homeroom students.

Campus 1 will offer Outings with a purpose. These will include college campus tours, museum visits, PenPal or service member writing gatherings, community service events, etc. Teachers can choose outings from a list, or submit an alternative plan to the RLT for approval.

Our regional outing calendars will be in place by August 31. Each calendar will include the location and week of each monthly outing (for example: CSU Stanislaus Campus tour the week of December 1). Details will be finalized at least one month in advance, and all outings will be promoted by local teachers and administrators.

Learning Coach Orientations:

Campus 1 will offer Learning Coach Orientations two times per week during our enrollment windows. These Orientations will be a general overview of the program and will be considered the first in our series of Learning Coach Workshops. Orientations will be run by teachers and administrators, and we will explore the possibility of in person Orientations.

Learning Coach Workshops:

Learning Coach Workshops will be offered outside the enrollment window throughout the remainder of the semester. Workshops will be held on topics such as: time management, navigating courses, social opportunities, how to help students catch up, etc. Clean recordings will be created and shared for both Orientations and all Workshops.

At the Santa Rosa Community Day site, parents are invited to attend in-person parent support sessions. These sessions are practical, hands-on workshops that provide relevant information to parents so they can better understand the curriculum and support their students. Topics include: writing process/expectations, student organization/motivation, understanding common core math, supporting/developing reading fluency/building comprehension, and CAASPP. These sessions encourage collaboration and connection with other parents. Parents are also invited to observe classroom instruction.

Parents are actively encouraged to participate in CAVA @ Sonoma planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings. We have parent representatives on the CAVA @ Sonoma school board and the School Site Council. The Community Day site has an active parent-organized leadership team that supports activities at the site. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @Sonoma community encourages parents to discover the resource that best meets their needs. We have many layers of support in place, as well as opportunities for parent leadership.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	43.10	36.30	35.60				11.40	11.50	10.70
Graduation Rate	41.38	52.94	49.04				80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	90	86
Black or African American	57	57	78
American Indian or Alaska Native	100	100	78
Asian	67	67	93
Filipino	100	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	100	100	85
White	90	90	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	57	57	66
English Learners	0	0	54
Students with Disabilities	18	18	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The California Virtual Academy at Sonoma takes staff and student health and safety very seriously. Because the school will be a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District.

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	1	6			2	3			2	3		
1					1	8			1	8		
2	1	4			2	5			2	5		
3	1	2			1	1			1	1		
4	1	4			2	9			2	9		
5	1	4			1	11			1	11		
6	1	6			2	14			2	14		
Other	2	1			3	1			3	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	55			7	51	5	1	7	51	5	1
Mathematics	7	52			8	35	1	1	8	35	1	1
Science	7	36			7	27	1	1	7	27	1	1
Social Science	8	36			8	32	1	4	8	32	1	4

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	550
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,952	\$1,190	\$7,762	\$49,690
District	N/A	N/A	\$8,801	
Percent Difference: School Site and District	N/A	N/A	-11.8	-34.4
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	36.7	-18.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

CAVA ensures that resources are allocated to support learning for all students while adhering to state and federal regulations. We receive Title I, Part A, Title II, Part A, and Special Education funds. Title I funds are primarily used to provide a 3-tiered intervention program for students who need extra support. Title II funds are used for professional development for staff. Special Education services are offered within our full- inclusion, general education, independent study model. These services are available for all students who have been identified as qualifying for special services. All English Language Learners are provided an English Language Development program that includes online instruction and an online program, ESL Reading Smart.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	4%	7%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	14	.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

California Virtual Academy @ Sonoma's (CAVA @ Sonoma) professional development activities for the K-12th grade staff are designed to be pertinent to staff professional needs and to enhance student instruction and learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop instructional techniques, strategies, organization, and classroom management skills.

CAVA @ Sonoma's administration staff holds meetings in person, as well as virtually, various time of the year to provide staff professional development. In Person professional development meetings occur at the beginning of the school year, as well as during Quarter 2 and Quarter 3. Virtual teacher meetings also occur regularly throughout the year. Teachers are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession. Administration provides surveys to both staff members and parents to determine areas of need in Professional Development for teachers on a regular basis (monthly and at the end of each school year).

Each department within the school provides specific professional development for teachers:

Elementary School:

The Elementary Department staff participates in both in-person and virtual professional development throughout the year. A one-day, in-person professional development conference is held in August prior to students starting school. This conference provides dynamic opportunities for all elementary staff to engage in collaboration, professional development, and preparation for the upcoming school year. It also provides a unique venue for teachers and leaders alike to work together in person, both in large and small groups, to focus on program updates, instructional excellence, and student achievement.

Professional Development topics for each school year are selected based on feedback provided by staff on surveys and from our Student Achievement Plans, which are grade-level curriculum and support maps to help teachers guide their instruction and support students on their individual path to success.

Additional in-person professional developments are held in October and March to allow grade levels to conference together to improve instruction, test readiness, and academic assessment data and response.

Virtual professional developments are held monthly and 2016-2017 topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the 16-17 school year. In addition, staff has utilized the book Teach Like A Champion for three years as part of ongoing professional development.

Data conferences are held with all levels of elementary school staff. Director with Principals, Principals with RLs, and RLs with teachers. These conferences are held bi-weekly, as data is relevant for analyzation and discussion. These are in tandem with teacher observations and feedback in order to develop teaching strategies and student support. Grade levels meet as a team each week to plan for the upcoming instructional periods.

Middle School:

Professional Development is offered to staff on a continuous basis throughout the school years: Campus All Staff Professional Development - Scheduled quarterly during non-instruction days. Team Staff meetings & Data Conferences - Scheduled for the afternoon of the last Tuesday of each month. Professional Learning Communities - Scheduled quarterly during non-instruction days. Teacher Collaboration Meetings - Scheduled in person quarterly during non-instruction days. Data conferences are held with all levels of middle school staff. Director with Middle School Principals, Middle School Principals with RLs, and RLs with teachers. These conferences are held bi-weekly, as data is relevant for analyzation and discussion. Instructional coaching observations that takes place two times each instructional cycle provides teachers with valuable time for reflection, feedback, action steps for furthering their instructional strategies for virtual teaching, and instructional resources. In addition to supporting individual professional development for professional growth to meet student needs, staff are encouraged to pursue professional development based in their specific areas of interest to continue to develop as lifelong learners and to encourage innovation, collaboration, shared leadership, and rigorous professional growth. Teacher Trainings are provided throughout the school year. Trainings ensure that our staff are knowledgeable of the middle school program, processes, and procedures. Timely trainings are provided to staff through our administrative team, teacher mentors, and K12 Training. Individual professional development will include, but is not limited to, book studies, available and applicable training through K12 Training and Insperty, and outside training sources, as needed. Principals and Regional Leads in Middle School participate in various book study groups to grow their leadership abilities.

High School:

High School will focus on personalized professional development that allows for individualized goals based on each teacher's identified areas of focus. The plan includes the following components: Each of the four district-wide Curriculum Specialists will present a Professional Development Series that will include quarterly online meetings. Teachers will select a track based on a current area of interest. Teachers meet monthly with their Regional Lead Teacher to discuss short and long term goals, as well as any other individual areas of need. These meetings will last approximately thirty minutes. Teachers will be observed once per month by their Regional Lead Teacher or Curriculum Specialist. These observations will be followed up by feedback and discussion via email. Teachers will participate in quarterly PLC meetings with their teaching teams and Curriculum Specialist. These meetings will focus on DDI, calendaring, sharing of best practices, etc. Regional Lead Teachers will hold TCDs once per semester in person. These meetings will focus on developing and following up on individual goals, regional areas of need, and other best practices. The Principal will organize an in person Professional Development for the campus in August. This PD will focus on goals, best teaching practices, and other identified areas of need. Teachers will attend a yearly professional development series focus on assessment topics such as a CAASPP overview, proctor responsibilities, testing walk through, technology training, and Special Education services.

Intervention Department:

Intervention Specialists work closely with those students who are struggling with math and language arts. Professional development for this team has focused on instructional strategies for improving the quality of instruction, closely monitoring progress, and adapting lessons to meet the needs of individual learners. The intervention department partnered with an expert from the National Center on Intensive Intervention to provide professional development tailored to the unique needs of this team. Professional development is in-person once per semester, and occurs virtually monthly. These events encourage staff to collaborate and participate in case studies to strengthen the impact of instruction with CAVA @ Sonoma students.