

California Virtual Academy at San Diego

2021 School Accountability Report Card



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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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	California Virtual Academy at San Diego
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-2020
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
County-District-School (CDS) Code	37684036120893

2021-22 District Contact Information

District Name	California Virtual Academy at San Diego
Phone Number	(805) 581-0202
Superintendent	April Warren
Email Address	admin@caliva.org
District Website Address	https://cava.k12.com/

2021-22 School Overview

California Virtual Academy @ San Diego 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

California Virtual Academy @ San Diego recognizes each child as an individual. Our mission is to provide a high quality education through the use of dynamic common core aligned curriculum. Our team of highly qualified educators partner with students, parents, and the community as a whole to foster academic achievement and a love for lifelong learning. CAVA provides a safe learning environment through the combination of live online sessions, small group academic support, and in person interactions with a desire to support students' physical, emotional, social and intellectual needs. Our online teaching platform allows families to choose an educational environment that reflects their values, while providing the structure and support students need to be well rounded individuals to lead the next generation. We are committed to providing a work environment for our educators that supports employee networking and developing a professional learning community on the cutting edge of educational concepts.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	318
Grade 1	265
Grade 2	245
Grade 3	266
Grade 4	250
Grade 5	255
Grade 6	270
Grade 7	296
Grade 8	340
Grade 9	319
Grade 10	289
Grade 11	286
Grade 12	244
Total Enrollment	3,643

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	0.7
Asian	5
Black or African American	9.4
Filipino	2.8
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4
White	33.7
English Learners	4.6
Foster Youth	0.2
Homeless	1.3
Socioeconomically Disadvantaged	62.6
Students with Disabilities	10.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.7
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	80.7

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Language Arts (TK), Summit ELA Blue (K), Summit ELA Green (1st), Summit ELA 2, Summit ELA 3, Summit ELA 4, Summit ELA 5 Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Honors, Credit Recovery English 9, Summit English 10, Honors, Credit Recovery English 10, Summit and Honors American Literature, AP Language and Composition, Summit, Honors, British/World Literature, AP English Literature and Composition; Summit Journalism, Summit Creative Writing	Yes	0%
Mathematics	Embark Math (TK), Summit Math+Blue (K), Summit Math+Green (1st), Summit 2, Summit 3, Summit Math 4, Summit Math 5 Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th), Summit Developmental Algebra, Summit Continuing Algebra 1, Summit Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus	Yes	0%
Science	Embark Science (TK), Summit Science NG K-5 Summit MS Earth Science (6th), Summit MS Life Science (7th), Summit MS Physical Science (8th) Summit Earth Science, Summit Honors Earth Science, Summit Biology, Summit Honors Biology, AP Biology; Summit Chemistry, Summit Honors Chemistry, AP	Yes	0%

	Chemistry; Summit Physics, Summit Honors Physics; AP Environmental Science		
History-Social Science	<p>Embark Social Studies (TK), Summit History K-1, Summit Social Studies K-3, Summit California Studies 4, Summit Early American History (5th)</p> <p>MS Summit World History A (6th), MS Summit World History B (7th), MS Summit American History Since 1865 (8th)</p> <p>AP, and Honors, Credit Recovery Summit World History and AP, Honors and Credit Recovery Summit US History; Summit Credit Recovery Government and AP Government and Summit Economics and AP Macroeconomics</p>	Yes	0%
Foreign Language	<p>Spanish Level 1 and 2 (K-5), French Level 1 (K-5) and 2 (3-5), Chinese Level 1 (K-5), German Level 1 (3-5)</p> <p>WLG MS Chinese IA and IIA, WLG MS Spanish IA or IIA, WLG MS French IA or IIA, WLG MS German IA or IIA, and WLG MS Latin IA or IIA(6th - 8th)</p> <p>Spanish 1, 2, 3, & AP Spanish Language and Culture; (HS), French 1, 2, 3</p>	Yes	0%
Health	<p>Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course.</p> <p>High School Summit Skills for Health</p>	Yes	0%
Visual and Performing Arts	<p>Embark Art (TK), Summit Art K-4, Summit Early American Art (5th), Embark Music (TK), Spotlight on Music (K-5)</p> <p>Summit Intermediate World Art I (6) & II (7), Summit Intermediate American Art II (8), Spotlight on Music (6th - 8th)</p> <p>Summit Fine Art, Summit Music Appreciation, Digital Arts I and II, Image Design and Editing, 3D Modeling, AP Art History</p>	Yes	0%
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements

CAVA is a non-site based virtual school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior:				

School Facility Conditions and Planned Improvements

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).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1770	1674	94.58	5.42	50.99
Female	934	878	94	6	54.9
Male	836	796	95.22	4.78	46.66
American Indian or Alaska Native	12	11	91.67	8.33	45.45
Asian	103	100	97.09	2.91	73
Black or African American	168	159	94.64	5.36	35.22
Filipino	46	46	100	0	65.22
Hispanic or Latino	765	724	94.64	5.36	46.54
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	52.94
Two or More Races	89	84	94.38	5.62	51.19
White	568	533	93.84	6.16	56.39
English Learners	86	78	90.7	9.3	13.16
Foster Youth	--	--	--	--	--
Homeless	54	46	85.19	14.81	13.04
Military	85	79	92.94	7.06	45.57
Socioeconomically Disadvantaged	1039	976	93.94	6.06	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	197	176	89.34	10.66	21.14

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1770	1678	94.80	5.20	35.32
Female	934	884	94.65	5.35	32.13
Male	836	794	94.98	5.02	38.89
American Indian or Alaska Native	12	10	--	16.67	--
Asian	103	101	98.06	1.94	58.42
Black or African American	168	160	95.24	4.76	25.16
Filipino	46	46	100.00	0.00	52.17
Hispanic or Latino	765	727	95.03	4.97	28.65
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	29.41
Two or More Races	89	84	94.38	5.62	30.95
White	568	533	93.84	6.16	42.96
English Learners	86	79	91.86	8.14	12.82
Foster Youth	--	--	--	--	--
Homeless	54	48	88.89	11.11	16.67
Military	85	79	92.94	7.06	35.44
Socioeconomically Disadvantaged	1039	977	94.03	5.97	28.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	197	175	88.83	11.17	16.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	32.05	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	958	911	95.09	4.91	32.05
Female	537	508	94.60	5.40	29.53
Male	421	403	95.72	4.28	35.24
American Indian or Alaska Native	--	--	--	--	--
Asian	60	60	100.00	0.00	46.67
Black or African American	79	77	97.47	2.53	19.48
Filipino	28	28	100.00	0.00	35.71
Hispanic or Latino	410	390	95.12	4.88	27.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	45	95.74	4.26	48.89
White	318	297	93.40	6.60	35.02
English Learners	38	35	92.11	7.89	0.00
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	0.00
Military	36	34	94.44	5.56	26.47
Socioeconomically Disadvantaged	555	527	94.95	5.05	27.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	85	93.41	6.59	12.94

2020-21 Career Technical Education Programs

In the 20-21 school year, the Destinations Career Academy campus began its second year with the following CTE programs and certifications offered:

1. Business and Finance Program:

Business Management Pathway

Finance Pathway

International Business Pathway

2. Marketing, Sales, and Services Program:

Entrepreneurship/Self-Employment Pathway

Marketing Pathway

Professional Sales Pathway

3. Information and Communication Technologies Program:

Game Simulation Pathway

Information and Support Services Pathway

Networking Pathway

Systems Programming Pathway

Web and Social Media Programming Pathway

4. Health Sciences and Medical Technology Program:

Medical Assisting Pathway

Medical Coding Pathway

Sports Medicine Pathway

5. Arts, Media, and Entertainment Program:

Animation Pathway

Digital Photography Pathway

Game Design and Integration Pathway

Graphic Design Pathway

Web Design Pathway

6. Hospitality, Tourism, and Recreation Program:

Hospitality, Tourism, and Recreation Pathway

7. Certifications:

Microsoft Office Specialist

Certiport – Entrepreneurship and Small Business

Certiport – HTML5, CSS3

Adobe: Dreamweaver, InDesign

ACT National Career Readiness

All courses within each program/pathway are offered by school staff credentialed in the course of study. Students complete a course of study that includes a career exploration course, pathway specific courses and a capstone course to earn CTE pathway completion. Certifications can be earned after completion of preparatory courses within a pathway.

The CTE Advisory Committee members come from a wide range of fields in business and industry, including current program offerings, as well as planned offerings.

- Vince Saavedra- Building and Construction Trades, Manufacturing and Product Design
- Robert Nicolson- Information and Communication Technologies
- Gary Jones- Manufacturing and Product Development, Engineering and Architecture
- Juan Alvarez- College Dual Enrollment
- Gary Roldan - Post-Secondary
- Maegan Carey- Health Science and Medical Technology
- Joe Berry - Arts, Media and Entertainment
- Mark Powers - Arts, Media, and Entertainment
- Kimberly Beasley - Health Science and Medical Technology

2020-21 Career Technical Education Programs

- Brook Trujillo - Hospitality, Recreation, and Tourism

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	518
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.56
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	13.86

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Direct parental involvement is fundamental to our school's success. Parents are involved from the time of initial enrollment by researching our program and choosing to enroll their child in our school. The onboarding process welcomes families, informs them of our enrollment requirements, and provides coaching and support to prepare them for success in our school.

Our program is enhanced by our commitment to providing a top-quality education to our students while also providing training and engagement opportunities to our parents and families. Parents are trained to navigate the online school platform and coached on how to provide effective learning support under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become efficient with email and the internet and will be exposed to a content-rich curriculum, including mathematics and problem-solving, classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. We keep parents informed and updated through the ParentSquare platform, social media, and the LC Community app. We have many resources available both online and offline, live and on-demand that include, Nurturing the Family series, coffee chats (English and Spanish), SEL Parent Trainings, attendance coaching and support, and parent orientations.

Parents are an integral part of the student support team at our school helping us to evaluate our program each year through participation in meetings and providing regular feedback. Each year when surveyed, parents state that they are more involved in their child's education than they were at their previous school. Through our Family Teacher Organization (FTO), LC Community App, and parent connection events, parents and families collaborate, connect, and serve as mentors to new families, as well as families that need additional support. Parents are encouraged to participate in school planning, Board of Directors, and other meetings. They are also encouraged to offer suggestions and feedback regarding outings, social events, and other activities. We have parent representatives in our school Stakeholder meeting.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	35.0	17.5	17.5	29.8	15.0	21.0	9.0	8.9	9.4
Graduation Rate	61.2	76.9	78.8	67.9	74.7	72.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	240	189	78.8
Female	136	112	82.4
Male	104	77	74.0

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	24	17	70.8
Filipino	--	--	--
Hispanic or Latino	91	77	84.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	97	74	76.3
English Learners	17	11	64.7
Foster Youth	--	--	--
Homeless	18	12	66.7
Socioeconomically Disadvantaged	182	143	78.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	17	65.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3960	3685	383	10.4
Female	2048	1929	224	11.6
Male	1912	1756	159	9.1
American Indian or Alaska Native	32	28	5	17.9
Asian	192	184	10	5.4
Black or African American	386	351	64	18.2
Filipino	107	102	6	5.9
Hispanic or Latino	1719	1596	192	12.0
Native Hawaiian or Pacific Islander	42	39	6	15.4
Two or More Races	150	146	12	8.2
White	1318	1232	88	7.1
English Learners	197	180	20	11.1
Foster Youth	10	9	3	33.3
Homeless	60	57	11	19.3
Socioeconomically Disadvantaged	2501	2362	304	12.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	483	457	61	13.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.00	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The California Virtual Academy takes staff and student health and safety very seriously. Because the school is 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

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	81	7	10
1	12	69	41	
2	16	58	37	
3	14	71	35	
4	14	47	29	
5	13	56	29	
6	11	87	28	7
Other	19	4	2	

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	10	23	7	
1	4	49	3	1
2	13	10	1	2
3	9	22	3	3
4	8	25	7	
5	8	28		3
6	13	25	7	3
Other	28		3	1

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	17	46	5	13
Mathematics	21	26	2	10
Science	16	28	5	6
Social Science	19	29	7	10

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	50	34	7
Mathematics	17	50	23	8
Science	21	29	19	11
Social Science	17	39	16	13

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	20	40	7	19
Mathematics	22	28	5	15
Science	25	16	7	13
Social Science	22	24	6	15

2020-21 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	1583.9

2020-21 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)	2.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,834	\$1,935	\$8,899	\$69,602
District	N/A	N/A	\$8,171	
Percent Difference - School Site and District	N/A	N/A	8.5	0.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	5.2	-3.9

2020-21 Types of Services Funded

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 support for low achieving students. Support consists of academic, engagement, and social emotional. 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/or an online ELD program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	8%	30%
Percent of Budget for Administrative Salaries	1%	7%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.8
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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	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered	13

Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17