

California Virtual Academy at San Joaquin

2021 School Accountability Report Card



CALIFORNIA
VIRTUAL
ACADEMIES™

POWERED BY STRIDE K12

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 Joaquin
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
County-District-School (CDS) Code	39-68627-0127191

2021-22 District Contact Information

District Name	California Virtual Academy at San Joaquin
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 Joaquin 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

CAVA @ San Joaquin strives to engage, foster growth, and lead students to personal and educational goals. We partner with learning coaches and parents to create a learning environment that helps shape our students' future and their attitudes towards school and learning. We develop strong connections with families through consistency and flexibility, which highlights our commitment to student success.

The core philosophy of California Virtual Academy @ San Joaquin is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	189
Grade 1	199
Grade 2	156
Grade 3	176
Grade 4	165
Grade 5	170
Grade 6	191
Grade 7	234
Grade 8	280
Grade 9	219
Grade 10	209
Grade 11	221
Grade 12	150
Total Enrollment	2,559

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.1
Male	44.9
American Indian or Alaska Native	1.1
Asian	7.4
Black or African American	15.4
Filipino	4.6
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	1
Two or More Races	5.4
White	30.8
English Learners	5.6
Foster Youth	0.2
Homeless	1.1
Migrant	0
Socioeconomically Disadvantaged	60.3
Students with Disabilities	10.6

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)	53.3
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	53.3

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		N/A

School Facility Conditions and Planned Improvements

CAVA @ San Joaquin 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
-----------	------	------	------

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	1282	1233	96.18	3.82	48.21
Female	705	678	96.17	3.83	53.77
Male	577	555	96.19	3.81	41.41
American Indian or Alaska Native	--	--	--	--	--
Asian	99	96	96.97	3.03	59.38
Black or African American	191	181	94.76	5.24	33.33
Filipino	61	59	96.72	3.28	62.71
Hispanic or Latino	419	405	96.66	3.34	43.56
Native Hawaiian or Pacific Islander	12	12	100	0	72.73
Two or More Races	79	77	97.47	2.53	59.74
White	414	396	95.65	4.35	52.53
English Learners	80	79	98.75	1.25	12.82
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	29.41
Military	14	12	85.71	14.29	50
Socioeconomically Disadvantaged	671	646	96.27	3.73	42.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	146	128	87.67	12.33	16.67

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	1282	1229	95.87	4.13	30.92
Female	705	674	95.60	4.40	30.27
Male	577	555	96.19	3.81	31.71
American Indian or Alaska Native	--	--	--	--	--
Asian	99	96	96.97	3.03	40.63
Black or African American	191	180	94.24	5.76	17.22
Filipino	61	59	96.72	3.28	50.85
Hispanic or Latino	419	405	96.66	3.34	24.44
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	16.67
Two or More Races	79	76	96.20	3.80	42.11
White	414	394	95.17	4.83	36.80
English Learners	80	78	97.50	2.50	10.26
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	5.88
Military	14	12	85.71	14.29	25.00
Socioeconomically Disadvantaged	671	642	95.68	4.32	24.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	146	128	87.67	12.33	11.72

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
--------------------	----------------------	-------------------	--------------------	------------------------	-------------------------------------

*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
-----------------------	----------------------------	-------------------------	--------------------------	------------------------------	--

*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	26.89	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	691	662	95.80	4.20	26.89
Female	408	388	95.10	4.90	24.23
Male	283	274	96.82	3.18	30.66
American Indian or Alaska Native	--	--	--	--	--
Asian	66	64	96.97	3.03	29.69
Black or African American	98	94	95.92	4.08	12.77
Filipino	30	29	96.67	3.33	37.93
Hispanic or Latino	231	224	96.97	3.03	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	41.03
White	216	202	93.52	6.48	33.66
English Learners	41	41	100.00	0.00	2.44
Foster Youth	--	--	--	--	--
Homeless	20	16	80.00	20.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	354	336	94.92	5.08	22.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	65	90.28	9.72	9.23

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	341
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	99.75
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	19.13

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	26.2	16.0	20.1	20.0	11.4	18.9	9.0	8.9	9.4
Graduation Rate	69.8	81.3	78.0	73.0	77.1	78.1	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	164	128	78.0
Female	105	85	81.0
Male	59	43	72.9

American Indian or Alaska Native	--	--	--
Asian	19	15	78.9
Black or African American	12	12	100.0
Filipino	--	--	--
Hispanic or Latino	49	42	85.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	62	47	75.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	127	98	77.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	12	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2754	2583	300	11.6
Female	1503	1423	170	11.9
Male	1251	1160	130	11.2
American Indian or Alaska Native	28	28	4	14.3
Asian	199	189	18	9.5
Black or African American	420	398	82	20.6
Filipino	124	118	3	2.5
Hispanic or Latino	939	882	114	12.9
Native Hawaiian or Pacific Islander	24	24	5	20.8
Two or More Races	148	140	4	2.9
White	868	801	70	8.7
English Learners	165	157	20	12.7
Foster Youth	12	9	3	33.3
Homeless	37	36	8	22.2
Socioeconomically Disadvantaged	1659	1584	230	14.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	335	315	48	15.2

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	1.49	0.25	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	0.75	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 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

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	13	60	23	
1	12	42	21	
2	13	63	26	
3	11	60	21	
4	10	72	9	
5	11	53	7	
6	12	56	28	
Other	10	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	7	22	5	
1	7	22	3	2
2	5	32	2	
3	6	29	2	1
4	9	15	4	
5	5	32		2
6	9	28	5	2
Other	17	3		

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	13	41	4	5
Mathematics	17	18	3	6
Science	11	25	2	3
Social Science	13	32	7	2

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	15	59	12	6
Mathematics	14	50	10	6
Science	17	31	8	9
Social Science	14	41	10	3

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	17	40	5	11
Mathematics	15	39	5	7
Science	19	24	2	8
Social Science	17	32	1	9

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	2326.4

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)	1.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.4
Social Worker	0
Speech/Language/Hearing Specialist	0.4
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	\$11,625	\$1,977	\$9,647	\$66,809
District	N/A	N/A	\$8,260	\$62,385
Percent Difference - School Site and District	N/A	N/A	15.5	6.8
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	13.3	-8.0

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	\$43,743	\$47,265
Mid-Range Teacher Salary	\$63,678	\$69,813
Highest Teacher Salary	\$77,945	\$91,237
Average Principal Salary (Elementary)	\$119,100	\$113,466
Average Principal Salary (Middle)	\$0	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$199,588	\$131,359
Percent of Budget for Teacher Salaries	3%	30%
Percent of Budget for Administrative Salaries	10%	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	4.4
--	-----

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