

# California Virtual Academy at San Mateo

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



CALIFORNIA  
VIRTUAL  
ACADEMIES™

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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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	California Virtual Academy at San Mateo
<b>Street</b>	50 Moreland Road
<b>City, State, Zip</b>	Simi Valley, CA 93065
<b>Phone Number</b>	805-581-0202
<b>Principal</b>	April Warren
<b>Email Address</b>	admin@caliva.org
<b>School Website</b>	<a href="https://cava.k12.com/">https://cava.k12.com/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	41-68916-0112284

## 2024-25 District Contact Information

<b>District Name</b>	California Virtual Academy at San Mateo
<b>Phone Number</b>	(805) 581-0202
<b>Superintendent</b>	April Warren
<b>Email Address</b>	admin@caliva.org
<b>District Website</b>	<a href="https://cava.k12.com/">https://cava.k12.com/</a>

## 2024-25 School Description and Mission Statement

California Virtual Academy at San Mateo is a charter school that provides a full-time online independent study program for TK–12 students. We are a WASC-accredited school that offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving about 1,100 students from the following counties, San Francisco, San Mateo, Santa Clara, and Santa Cruz.

California Virtual Academy at San Mateo is dedicated to achieving academic growth while cultivating social and emotional competence for all students. We offer students an innovative educational experience in a safe online environment through daily

## 2024-25 School Description and Mission Statement

live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	60
Grade 2	54
Grade 3	59
Grade 4	54
Grade 5	59
Grade 6	86
Grade 7	103
Grade 8	115
Grade 9	97
Grade 10	106
Grade 11	109
Grade 12	102
<b>Total Enrollment</b>	<b>1,063</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.1
Male	44.9
American Indian or Alaska Native	0.5
Asian	11.8
Black or African American	8.7
Filipino	2.8
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	1.7
Two or More Races	8.7
White	21.4
English Learners	12.8
Foster Youth	0.2
Homeless	2.7
Socioeconomically Disadvantaged	58.1
Students with Disabilities	13

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.20	95.52	258.80	80.18	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.31	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.00	4.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.74	25.90	8.02	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.60	1.71	24.00	7.44	18854.30	6.86
<b>Total Teaching Positions</b>	37.90	100.00	322.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.40	96.65	260.80	86.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.11	1.50	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.41	9.00	2.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.72	7.20	2.39	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.40	1.09	24.10	7.97	15831.90	5.67
<b>Total Teaching Positions</b>	36.60	100.00	302.80	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.50	97.13	232.10	83.52	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.30	0.47	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.34	21.20	7.66	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.55	6.50	2.35	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.30	0.96	16.60	6.00	14303.80	5.15
<b>Total Teaching Positions</b>	38.60	100.00	277.90	100.00	277698	100

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.10	0.1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.10	0.1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	1.00	0.50	0.6
<b>Total Out-of-Field Teachers</b>	1.00	0.60	0.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	0	0

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

## 2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st), Phonics 1 E1 (1st) ELA 2 Summit (2nd), ELA 3 Summit, ELA 4 Summit, ELA 5 Summit  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 Grammar and Composition, Apex Journalism, PBL Journalism, Summit Creative Writing, Public Speaking	Yes	0%
<b>Mathematics</b>	Embark Math (TK), Math K E1 (K), Math 1 E1 (1st), Math 2 Summit (2nd), Math 3 Summit, Math 4 Summit, Math 5 Summit  Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 Bridge (8th)  Summit Developmental Algebra, Summit Continuing Algebra, Summit Algebra 1, Summit Honors Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Credit Recovery Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus	Yes	0%

<b>Science</b>	<p>Embark Science (TK), Science K E1 (K), Science 1 E1 (1st), Science 2 E1 (2nd), Science 3 E1, Science 4 E1, Science 5 E1</p> <p>Summit MS Earth Science (6th), Summit Integrated Science CA (7th), Summit Integrated Science 8 CA (8th)</p> <p>Biology: The Living Earth CA, Summit Honors Biology, AP Biology; Chemistry in Earth's Systems CA, Summit Honors Chemistry, Chemistry Credit Recovery, AP Chemistry; Physics in the Universe CA, Summit Honors Physics; AP Environmental Science, Veterinary Science, Criminology, Astronomy, Forensic Science, Anatomy and Physiology, Earth Science Credit Recovery, Biology Credit Recovery</p>	Yes	0%
<b>History-Social Science</b>	<p>Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA</p> <p>Summit World History I 6th, Summit World History II 7th, Summit American History to the Late 1800s (CA) 8th</p> <p>Apex AP World History, Summit World History, World History Honors, World History CR; Apex AP US History, Summit Modern US History CA, Honors Modern US History CA, CR Modern US History CA; Cengage AP US Government and Politics, Principles of American Democracy, Credit Recovery Principles of American Democracy; Cengage AP Macroeconomics, Principles of Economics, Credit Recovery Principles of Economics</p>	Yes	0%
<b>Foreign Language</b>	<p>Elementary Chinese 1 (2nd), Elementary Spanish 1 (2nd-5th), Elementary Chinese 1 (3rd-5th) Elementary Spanish II (3rd-5th), Elementary Chinese II (3rd-5th)</p> <p>WLG MS Spanish IA/ IIA</p> <p>Spanish 1, 2, 3, &amp; CS Spanish 4 (HS), French 1, 2, 3</p>	Yes	0%
<b>Health</b>	<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%
<b>Visual and Performing Arts</b>	<p>Embark Art (TK), Art K E1, Art 1 E1, Art 2 E1, Art 3 E1, Art 4 E1, Summit Early American Art (5th)</p> <p>Embark Music (TK), Music K ED, Music 1 ED, Music 2 ED, Music 3 ED, Music 4 ED, Music 5 ED</p> <p>Summit Intermediate World Art I (6) &amp; II (7), Summit Intermediate American Art II (8), MS Music 6 (6th), 2D Art (7th), Animation Art (8th)</p> <p>Summit Fine Art, Summit Art Appreciation, DYN Art in World Cultures, Summit Music Appreciation, Digital Arts I and II,</p>	Yes	0%



	Image Design and Editing, Image Design and Editing PBL, 3D Modeling, Animation, AP Art History, Image Design and Editing PBL, Web Design, Adobe Premiere, Adobe After Effects		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

### School Facility Conditions and Planned Improvements

CAVA at San Mateo is a non-site based virtual school.

<b>Year and month of the most recent FIT report</b>	N/A
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

### Overall Facility Rate

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	51	47	45	44	46	47
<b>Mathematics</b> (grades 3-8 and 11)	35	37	33	34	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	622	588	94.53	5.47	46.51
Female	341	318	93.26	6.74	50.16
Male	281	270	96.09	3.91	42.22
American Indian or Alaska Native	--	--	--	--	--
Asian	63	62	98.41	1.59	61.29
Black or African American	54	52	96.30	3.70	48.08
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	267	250	93.63	6.37	38.00
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	65	62	95.38	4.62	51.61
White	140	130	92.86	7.14	51.94
English Learners	89	80	89.89	10.11	13.75
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	346	93.51	6.49	37.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	86	86.87	13.13	19.77

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	622	590	94.86	5.14	36.61
<b>Female</b>	341	320	93.84	6.16	36.88
<b>Male</b>	281	270	96.09	3.91	36.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	63	62	98.41	1.59	64.52
<b>Black or African American</b>	54	52	96.30	3.70	26.92
<b>Filipino</b>	18	18	100.00	0.00	66.67
<b>Hispanic or Latino</b>	267	251	94.01	5.99	24.70
<b>Native Hawaiian or Pacific Islander</b>	11	11	100.00	0.00	9.09
<b>Two or More Races</b>	65	62	95.38	4.62	41.94
<b>White</b>	140	130	92.86	7.14	44.62
<b>English Learners</b>	89	82	92.13	7.87	18.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	14	93.33	6.67	21.43
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	370	348	94.05	5.95	27.01
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	99	88	88.89	11.11	13.64

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	32.87	35.71	22.97	22.85	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	402	382	95.02	4.98	35.53
<b>Female</b>	235	221	94.04	5.96	34.09
<b>Male</b>	167	161	96.41	3.59	37.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	44	93.62	6.38	51.16
<b>Black or African American</b>	26	25	96.15	3.85	28.00
<b>Filipino</b>	13	13	100.00	0.00	53.85
<b>Hispanic or Latino</b>	179	172	96.09	3.91	24.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	36	92.31	7.69	47.22
<b>White</b>	90	84	93.33	6.67	44.05
<b>English Learners</b>	48	44	91.67	8.33	11.36
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	216	207	95.83	4.17	25.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	58	89.23	10.77	14.04

## 2023-24 Career Technical Education Programs

In the 23-24 school year, the Career & College Prep campus began its sixth 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  
 Multimedia Marketing & Business

**3. Information and Communication Technologies Program:**

Game and Simulation Pathway  
 Information Support and Services Pathway

## 2023-24 Career Technical Education Programs

Networking Pathway  
Software and Systems Development 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  
Multimedia Production Pathway

#### 6. Hospitality, Tourism, and Recreation Program:

Hospitality, Tourism, and Recreation Pathway

#### 7. Multiple certification opportunities to include:

Microsoft Office Specialist  
Entrepreneurship & Small Business  
Communication Skills for Business  
Project Management Ready  
QuickBooks  
First Aid, CPR/BLS  
Certified Clinical Medical Assistant  
IC3 Computing Fundamentals  
Multiple IT Specialist certifications  
Unity  
Multiple Adobe certifications

All courses within each program/pathway are offered by highly qualified CTE teachers credentialed in the course of study. Students complete a course of study that includes a career exploration course, concentration courses that are pathway specific, and a capstone course. Certifications can be earned after completing relevant courses within a pathway and taking the necessary exam.

Middle School offered 2 career prep courses to 6th - 8th grade students: MS Careers Explorations I (6th) and MS Careers Explorations II (7th or 8th). Students who had previously taken the MS Careers Explorations II course were eligible to enroll in the following high school CTE courses:

TCH007 World of Computing (S1) and TCH008 Web Design (S2)  
CAR095 IT Explorations  
CAR017 Business and Marketing Explorations

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.

- Building and Construction Trades, Manufacturing and Product Design
- Information and Communication Technologies
- Manufacturing and Product Development, Engineering and Architecture
- Post-Secondary
- Health Science and Medical Technology
- Arts, Media and Entertainment

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	200
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.66

## 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.

## 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	23.4	23.4	23.4	23.4	23.4
Grade 7	8.9	8.9	8.9	8.9	8.9
Grade 9	0	0	0	0	0

## 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.



## 2024-25 Opportunities for Parental Involvement

Direct parental involvement is fundamental to our school's success. Parents are actively 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. Parents work closely with their student's teachers when they have questions or concerns about their student's progress or curriculum.

Our program is enhanced by our commitment to providing a top-quality education to our students while providing training and engagement opportunities to our parents and families. Parents are trained to navigate the online school platform and coached on providing effective learning support under the guidance of highly qualified and certificated teachers. Parents are exposed to a content-rich curriculum, including mathematics and problem-solving, classic literature, a comprehensive retelling 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 platform. We have many online and offline resources, live and on-demand, including Coffee Chats (parent connection opportunities on relevant topics led out by staff), parent training, Parenting with Purpose workshops (offering SEL resources and collaboration), attendance coaching and support, and parent orientations for new and returning families to ensure parents understand program expectations and students are engaged in learning.

Parents are an integral part of our school's student support team, helping us evaluate our program each year through meeting participation and regular feedback. Each year, when surveyed, parents state that they are actively involved in their child's education. Parents and families engage and connect with school staff and other students and families through our Family Teacher Organization (FTO), LC Community platform, and family activities and events. Parents are encouraged to participate and provide feedback through surveys and parent engagement meetings, give feedback on the LCAP and Title I services, and participate in school board meetings, and other parent activities. They are also encouraged to offer suggestions and feedback regarding outings, social events, and other activities. We have parent representatives in our school stakeholder meetings.

We have partnered with Care Solace to support the well-being of our community. This is a complimentary and confidential care coordination service for mental health and recovery, provided to students, staff, and families.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	13.2	21.6	20.8	13.2	21.6	20.8	7.8	8.2	8.9
<b>Graduation Rate</b>	78.1	76.5	78.3	78.1	76.5	78.3	87	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	106	83	78.3
<b>Female</b>	65	51	78.5
<b>Male</b>	41	32	78.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	13	11	84.6
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	44	33	75.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	31	25	80.6
<b>English Learners</b>	17	10	58.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	70	52	74.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	24	15	62.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1374	1269	143	11.3
Female	751	702	83	11.8
Male	623	567	60	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	142	134	11	8.2
Black or African American	125	116	14	12.1
Filipino	43	39	0	0.0
Hispanic or Latino	615	563	85	15.1
Native Hawaiian or Pacific Islander	26	25	3	12.0
Two or More Races	125	120	6	5.0
White	287	266	23	8.6
English Learners	205	186	31	16.7
Foster Youth	--	--	--	--
Homeless	35	31	5	16.1
Socioeconomically Disadvantaged	858	788	109	13.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	223	204	36	17.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.02	2.01	2.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The California Virtual Academy takes staff and student health and safety seriously. Because the school is a virtual school, there is no need for a school building where classes are held daily. 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

## 2024-25 School Safety Plan

and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records are kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations before 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 the 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 Comprehensive School Safety Plan is reviewed annually with educational partners in the fall and then updated by staff. The school board approves it every year in December. The plan is discussed with school staff at the beginning of each semester.

## 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.

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	10	1	
1	8	8	1	1
2	16	3		1
3	12	5		2
4	11	7		1
5	8	10	1	1
6	2	119	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	7	1	
1	12	3	2	
2	14	2	2	
3	11	5	2	
4	10	7	1	
5	15	3	1	1
6	9	25	7	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	5	1	
1	9	6	1	
2	5	12		
3	2	26		
4	11	3	2	
5	8	6	1	
6	8	19	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	63		
Mathematics	6	50		
Science	8	39		
Social Science	8	44		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	76		
Mathematics	6	54		
Science	7	36		
Social Science	7	50		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	78		
Mathematics	7	63		
Science	7	39		
Social Science	7	53		

## 2023-24 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	759.29

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,353	\$2,777	\$10,575	\$69,004
District	N/A	N/A	\$8,496	\$94,500
Percent Difference - School Site and District	N/A	N/A	21.8	-31.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-1.8	-30.8

## Fiscal Year 2023-24 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.



## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$64,245	\$57,839
Mid-Range Teacher Salary	\$87,479	\$90,040
Highest Teacher Salary	\$119,106	\$118,647
Average Principal Salary (Elementary)	\$157,940	\$144,639
Average Principal Salary (Middle)	\$168,871	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$280,086	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	6%

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.6
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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	0
Foreign Language	0
Mathematics	2
Science	3
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	11

## Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17

