

California Virtual Academy at San Mateo

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



CALIFORNIA
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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.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | 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 https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | 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 https://www2.calstate.edu/ . |

2025-26 School Contact Information

| | |
|--|---|
| School Name | California Virtual Academy at San Mateo |
| 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/ |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 41-68916-0112284 |

2025-26 District Contact Information

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

2025-26 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 1,200 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 live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety

2025-26 School Description and Mission Statement

of social interactions in preparation to become well-rounded citizens.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 63 |
| Grade 1 | 56 |
| Grade 2 | 68 |
| Grade 3 | 52 |
| Grade 4 | 68 |
| Grade 5 | 62 |
| Grade 6 | 90 |
| Grade 7 | 104 |
| Grade 8 | 130 |
| Grade 9 | 105 |
| Grade 10 | 120 |
| Grade 11 | 125 |
| Grade 12 | 93 |
| Total Enrollment | 1,136 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 55.5 |
| Male | 44.5 |
| American Indian or Alaska Native | 0.8 |
| Asian | 11.5 |
| Black or African American | 9.8 |
| Filipino | 4 |
| Hispanic or Latino | 43.7 |
| Native Hawaiian or Pacific Islander | 3.1 |
| Two or More Races | 6.5 |
| White | 20.4 |
| English Learners | 13.4 |
| Homeless | 3 |
| Socioeconomically Disadvantaged | 60.5 |
| Students with Disabilities | 14.1 |

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

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

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 35.4 | 96.65 | 260.8 | 86.14 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0.11 | 1.5 | 0.51 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.1 | 0.41 | 9 | 2.98 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.6 | 1.72 | 7.2 | 2.39 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.4 | 1.09 | 24.1 | 7.97 | 15831.9 | 5.67 |
| Total Teaching Positions | 36.6 | 100 | 302.8 | 100 | 279044.8 | 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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 37.5 | 97.13 | 232.1 | 83.52 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.3 | 0.47 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.1 | 0.34 | 21.2 | 7.66 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.6 | 1.55 | 6.5 | 2.35 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.3 | 0.96 | 16.6 | 6 | 14303.8 | 5.15 |
| Total Teaching Positions | 38.6 | 100 | 277.9 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 40.3 | 95.62 | 240.3 | 81.05 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 4 | 1.35 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0.05 | 24.1 | 8.15 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.8 | 4.31 | 11.3 | 3.82 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0.02 | 16.6 | 5.62 | 13705.8 | 4.91 |
| Total Teaching Positions | 42.2 | 100 | 296.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.10 | 0.1 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.10 | 0.1 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.50 | 0.6 | 1.8 |
| Total Out-of-Field Teachers | 0.60 | 0.6 | 1.8 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.5 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|--|
| Reading/Language Arts | Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st), Phonics 1 E1 (1st) ELA 2 Summit (2nd), Phonics 2 E1 (2nd) ELA 3 Summit, ELA 4 Summit, ELA 5 Summit Language Arts 6 (6th), Language Arts 7 (7th), Language Arts 8 (8th) English 9, English 9 Honors, English 9 Credit Recovery, English 10, English 10 Honors, English 10 Credit Recovery, American Literature, American Literature Honors, American Literature Credit Recovery, English Language and Composition Advanced Placement, Grammar and Composition, Grammar and Composition Credit Recovery, British and World Literature, British and World Literature Honors, British and World Literature Credit Recovery, English Literature and Composition Advanced Placement, Creative Writing, Public Speaking, Journalism | 0% |
| Mathematics | Embark Math (TK), Math K E1, Math 1 E1, Math 2 Summit, Math 3 Summit, Math 4 Summit, Math 5 Summit Math 6, Math 7, Math 8 Developmental Algebra, Continuing Algebra, Algebra 1, Algebra 1 Honors, Algebra 1 Credit Recovery, Geometry, Geometry Honors, Geometry Credit Recovery, Algebra 2, Algebra 2 Honors, Algebra 2 Credit Recovery, Consumer Math, Consumer Math Credit Recovery, Pre-Calculus/ Trigonometry, Calculus Advanced Placement, Statistics Advanced Placement | 0% |
| Science | Embark Science (TK), Science K E1, Science 1 E1, Science 2 E1, Science 3 E1, Science 4 E1, Science 5 E1 | 0% |

| | | |
|-----------------------------------|--|----|
| | <p>Summit MS Earth Science (6th), Summit Integrated Science CA (7th), Summit Integrated Science 8 CA (8th)</p> <p>Biology: The Living Earth, Biology Honors, Biology Credit Recovery, Biology Advanced Placement, Earth Science Credit Recovery, Chemistry in the Earth System, Chemistry Honors, Chemistry Credit Recovery, Chemistry Advanced Placement, Physics in the Universe, Physics Honors, Astronomy, Forensic Science, Veterinary Science, Environmental Science, Anatomy and Physiology</p> | |
| History-Social Science | <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>World History, World History Honors, World History Credit Recovery, Modern US History, Modern US History Honors, Modern US History Credit Recovery, US History Advanced Placement, Principles of American Democracy, Government and Politics Credit Recovery, US Government and Politics Advanced Placement, US and Global Economics, US and Global Economics Credit Recovery, Macroeconomics Advanced Placement, Psychology, Psychology Advanced Placement, Human Geography Advanced Placement, Archaeology, Ethnic Studies, Anthropology, Sociology</p> | 0% |
| Foreign Language | <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 I/ II</p> <p>Spanish I, Spanish I Credit Recovery, Spanish II, Spanish II Credit Recovery, Spanish III, Spanish IV, French I, French II, French III</p> | 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>Skills for Health, Health Credit Recovery, Health Science I, Health Sciences</p> | 0% |
| Visual and Performing Arts | <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), MS Music 6 (6th), 2D Art (7th), MS Animation Art (8th)</p> <p>Fine Art, Fine Art Credit Recovery, Music Appreciation, Music Appreciation Credit Recovery, Art in World Cultures, Art Appreciation, Image Design and Editing, 3D Modeling, Animation</p> | 0% |

| | | |
|---|---|----|
| Science Laboratory Equipment (grades 9-12) | SCI203 Biology: Biology: The Living Earth Course Kit (SKU SCX232), Biology: The Living Earth Course Kit Add On (SKU SCXP232A), SCI303 Chemistry: Chemistry in the Earth Systems Course Kit, (SKU SCX241), SCI403 Physics in the Universe: Physics in the Universe Course Kit (SCX251) | 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.

| | |
|---|-----|
| 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: 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).

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 47 | 50 | 44 | 46 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 37 | 47 | 34 | 39 | 35 | 37 |

2024-25 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 | 703 | 674 | 95.87 | 4.13 | 50.22 |
| Female | 387 | 370 | 95.61 | 4.39 | 51.49 |
| Male | 316 | 304 | 96.20 | 3.80 | 48.68 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 84 | 82 | 97.62 | 2.38 | 67.07 |
| Black or African American | 66 | 64 | 96.97 | 3.03 | 45.31 |
| Filipino | 32 | 31 | 96.88 | 3.12 | 74.19 |
| Hispanic or Latino | 310 | 295 | 95.16 | 4.84 | 42.18 |
| Native Hawaiian or Pacific Islander | 24 | 23 | 95.83 | 4.17 | 39.13 |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 68.57 |
| White | 145 | 137 | 94.48 | 5.52 | 52.55 |
| English Learners | 87 | 82 | 94.25 | 5.75 | 24.39 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 34 | 34 | 100.00 | 0.00 | 29.41 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 433 | 415 | 95.84 | 4.16 | 44.58 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 115 | 107 | 93.04 | 6.96 | 28.04 |

2024-25 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 703 | 676 | 96.16 | 3.84 | 47.41 |
| Female | 387 | 372 | 96.12 | 3.88 | 45.97 |
| Male | 316 | 304 | 96.20 | 3.80 | 49.17 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 84 | 82 | 97.62 | 2.38 | 67.07 |
| Black or African American | 66 | 62 | 93.94 | 6.06 | 37.10 |
| Filipino | 32 | 31 | 96.88 | 3.12 | 76.67 |
| Hispanic or Latino | 310 | 297 | 95.81 | 4.19 | 39.39 |
| Native Hawaiian or Pacific Islander | 24 | 23 | 95.83 | 4.17 | 39.13 |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 54.29 |
| White | 145 | 139 | 95.86 | 4.14 | 51.80 |
| English Learners | 87 | 83 | 95.40 | 4.60 | 34.94 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 34 | 33 | 97.06 | 2.94 | 24.24 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 433 | 416 | 96.07 | 3.93 | 43.51 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 115 | 107 | 93.04 | 6.96 | 31.13 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 35.71 | 42.99 | 22.85 | 28.19 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 440 | 419 | 95.23 | 4.77 | 43.17 |
| Female | 244 | 233 | 95.49 | 4.51 | 43.97 |
| Male | 196 | 186 | 94.90 | 5.10 | 42.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 53 | 52 | 98.11 | 1.89 | 64.71 |
| Black or African American | 30 | 28 | 93.33 | 6.67 | 42.86 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 82.35 |
| Hispanic or Latino | 198 | 188 | 94.95 | 5.05 | 31.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 26 | 24 | 92.31 | 7.69 | 58.33 |
| White | 104 | 99 | 95.19 | 4.81 | 44.44 |
| English Learners | 54 | 50 | 92.59 | 7.41 | 28.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 16 | 100.00 | 0.00 | 12.50 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 262 | 248 | 94.66 | 5.34 | 34.96 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 85 | 77 | 90.59 | 9.41 | 28.95 |

2024-25 Career Technical Education Programs

In the 24-25 school year, the Career & College Prep campus began its seventh year with the following CTE programs and certifications offered:

1. Business and Finance Program:
Business Management Pathway
Finance Pathway

2. Marketing, Sales, and Services Program:
Entrepreneurship/Self-Employment Pathway
Multimedia Marketing & Business

3. Information and Communication Technologies Program:
Game and Simulation Pathway
Information Support and Services Pathway
Networking Pathway

4. Health Sciences and Medical Technology Program:
Medical Assistant Pathway

2024-25 Career Technical Education Programs

Medical Coding Pathway

5. Arts, Media, and Entertainment Program:

Animation Pathway

Digital Photography Pathway

Graphic Design Pathway

Web Design Pathway

Multimedia Production Pathway

6. Public Services Program:

Legal Practices 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

CAR015 PBL AV, Art, Communications 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.

- 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
- Gary Roldan - Post-Secondary
- Maegan Carey- Health Science and Medical Technology
- Joe Berry - Arts, Media and Entertainment
- Daliah Karajeh- Arts, Media, and Entertainment
- Kimberly Beasley - Health Science and Medical Technology

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 314 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 7.7 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 99.55 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 21.95 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 | 12.7% | 12.7% | 12.7% | 12.7% | 12.7% |
| Grade 7 | 13.4% | 13.4% | 13.4% | 13.4% | 13.4% |
| Grade 9 | 5.6% | 5.6% | 5.6% | 5.6% | 5.6% |

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.

2025-26 Opportunities for Parental Involvement

Parental involvement is a foundational element of our school's success, starting from enrollment and continuing throughout their child's academic journey. Our onboarding process ensures parents are well-prepared for their child's educational experience, with clear communication about requirements and resources to support student success. Parents stay actively engaged through regular communication with teachers and staff, training on how to use the online learning platform, and opportunities to support their child's learning.

Our school offers a range of tools to keep families informed, including ParentSquare, the LC Community platform, and social media. Parents also have access to a variety of live and on-demand resources, including Coffee Chats, parent training sessions, and workshops on topics such as "Parenting with Purpose" and attendance coaching. These resources are designed to help parents understand the program's expectations and feel confident in supporting their child's education.

Parents play a vital role in shaping our school community through involvement in program evaluation and decision-making. They contribute feedback via surveys, meetings, and participation in the Family Teacher Organization (FTO), as well as at school board sessions and in discussions on services, resources, events, and activities. Parents can also provide direct feedback to teachers and school administrators.

Our partnership with Care Solace also provides a complimentary and confidential care coordination service to support families, further strengthening our community.

Teachers maintain close connections with students and parents through regular check-ins, including homeroom connections and parent conferences held across grade levels. In high school, counselors ensure students stay on track with their graduation plans. Teachers also provide updates on academic performance through progress reports, Star 360 assessments, and access to student data on the online platform.

To foster transparency and collaboration, leadership teams share updates on academic expectations, state standards, and testing requirements, ensuring a clear understanding of expectations. Parents are encouraged to participate in regular meetings to provide input and suggestions. For parents who cannot attend the live meetings, recordings are available, including resources and access to the survey to provide feedback. LCAP feedback sessions offer structured opportunities for families to contribute to the development and revision of school improvement plans. Through the Parent Advisory Committee, parent engagement meetings, and Title I meetings, parents and students help guide the school's goals and actions. Their feedback is also gathered through surveys and direct communication with school leadership.

By engaging families in meaningful ways, we ensure the school's improvement strategies and resource allocation reflect the community's needs. Our commitment to continuous improvement is demonstrated by regularly reporting back to families on how their input has influenced changes in the school's policies and practices. This ongoing feedback loop helps maintain a responsive and effective educational environment for all students.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 21.6 | 20.8 | 20 | 21.6 | 20.8 | 20 | 8.2 | 8.9 | 8 |
| Graduation Rate | 76.5 | 78.3 | 71.7 | 76.5 | 78.3 | 71.7 | 86.2 | 86.4 | 87.5 |

2024-25 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 120 | 86 | 71.7 |
| Female | 75 | 54 | 72.0 |
| Male | 45 | 32 | 71.1 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 15 | 11 | 73.3 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 53 | 33 | 62.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 14 | 12 | 85.7 |
| White | 32 | 27 | 84.4 |
| English Learners | 26 | 15 | 57.7 |
| Foster Youth | -- | -- | -- |
| Homeless | 14 | 8 | 57.1 |
| Socioeconomically Disadvantaged | 93 | 65 | 69.9 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 25 | 16 | 64.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1545 | 1418 | 155 | 10.9 |
| Female | 868 | 800 | 83 | 10.4 |
| Male | 677 | 618 | 72 | 11.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 15 | 15 | 3 | 20.0 |
| Asian | 164 | 156 | 12 | 7.7 |
| Black or African American | 151 | 135 | 22 | 16.3 |
| Filipino | 56 | 54 | 2 | 3.7 |
| Hispanic or Latino | 713 | 649 | 83 | 12.8 |
| Native Hawaiian or Pacific Islander | 56 | 50 | 11 | 22.0 |
| Two or More Races | 75 | 74 | 3 | 4.1 |
| White | 311 | 281 | 18 | 6.4 |
| English Learners | 217 | 197 | 26 | 13.2 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 86 | 78 | 17 | 21.8 |
| Socioeconomically Disadvantaged | 1005 | 922 | 118 | 12.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 259 | 239 | 37 | 15.5 |

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.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0.06 | 2.01 | 2.11 | 0.86 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.06 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.15 | 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 | 0.32 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.10 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.39 | 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.

2025-26 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 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.

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 | 0 |
| 1 | 12 | 3 | 2 | 0 |
| 2 | 14 | 2 | 2 | 0 |
| 3 | 11 | 5 | 2 | 0 |
| 4 | 10 | 7 | 1 | 0 |
| 5 | 15 | 3 | 1 | 1 |
| 6 | 9 | 25 | 7 | 0 |
| Other | 0 | 0 | 0 | 0 |

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 | 0 |
| 1 | 9 | 6 | 1 | 0 |
| 2 | 5 | 12 | 0 | 0 |
| 3 | 2 | 26 | 0 | 0 |
| 4 | 11 | 3 | 2 | 0 |
| 5 | 8 | 6 | 1 | 0 |
| 6 | 8 | 19 | 2 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 5 | 9 | 1 | |
| 1 | 11 | 3 | 2 | |
| 2 | 5 | 13 | | |
| 3 | 10 | 5 | | |
| 4 | 10 | 6 | 1 | |
| 5 | 9 | 5 | 2 | |
| 6 | 7 | 23 | 4 | |

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 | 0 | 0 |
| Mathematics | 6 | 54 | 0 | 0 |
| Science | 7 | 36 | 0 | 0 |
| Social Science | 7 | 50 | 0 | 0 |

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 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 84 | | |
| Mathematics | 8 | 62 | | |
| Science | 8 | 37 | | |
| Social Science | 8 | 54 | | |

2024-25 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 | 885.83 |

2024-25 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) | 1.2 |
| 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$13,887 | \$3,041 | \$10,846 | \$75,638 |
| District | N/A | N/A | \$8,496 | \$95,785 |
| Percent Difference - School Site and District | N/A | N/A | 24.3 | -23.5 |
| State | N/A | N/A | \$11,146 | \$100,089 |
| Percent Difference - School Site and State | N/A | N/A | -2.7 | -27.8 |

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$66,172 | \$61,516 |
| Mid-Range Teacher Salary | \$90,103 | \$95,479 |
| Highest Teacher Salary | \$122,341 | \$125,208 |
| Average Principal Salary (Elementary) | \$163,810 | \$152,668 |
| Average Principal Salary (Middle) | \$175,048 | \$156,487 |
| Average Principal Salary (High) | | \$165,427 |
| Superintendent Salary | \$252,000 | \$242,781 |
| Percent of Budget for Teacher Salaries | 28.16% | 29.76% |
| Percent of Budget for Administrative Salaries | 6.34% | 5.74% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|-----|
| Percent of Students in AP Courses | 3.4 |
|-----------------------------------|-----|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 1 |
| Science | 2 |
| Social Science | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 6 |

Professional Development

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 17 | 17 | 17 |

