

# California Virtual Academy at San Joaquin

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	California Virtual Academy at San Joaquin
<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>	Kendra Bailey
<b>E-mail Address</b>	admin@caliva.org
<b>Web Site</b>	<a href="http://cava.k12.com/">http://cava.k12.com/</a>
<b>CDS Code</b>	39-68627-0127191

District Contact Information	
District Name	California Virtual Academy at San Joaquin
Phone Number	(805) 581-0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	<a href="http://cava.k12.com/">http://cava.k12.com/</a>

### School Description and Mission Statement (School Year 2017-18)

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

The goals of our educational program include:

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

#### Our Mission Statement

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

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

Community Day is a blended learning model that provides direct instruction and support to students. K-8 students receive instruction in the areas of Math and LA. High school students receive general help with courses, progress, study skills, and content curriculum, as appropriate. The program in Lodi serves students in grades K-12 for 3.5 hours every Tuesday. Students also participate in activities such as reading buddies, STEM learning opportunities, yearbook, and a community art contest. Students and teachers also participate in a community service project once each year.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	87
Grade 1	45
Grade 2	55
Grade 3	73
Grade 4	83
Grade 5	78
Grade 6	98
Grade 7	124
Grade 8	149
Grade 9	126
Grade 10	156
Grade 11	158
Grade 12	143
<b>Total Enrollment</b>	<b>1,375</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	15.9
American Indian or Alaska Native	0.9
Asian	6.4
Filipino	3.6
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	1.2
White	30.8
Two or More Races	7.8
Socioeconomically Disadvantaged	54.2
English Learners	4.5
Students with Disabilities	11
Foster Youth	0

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	100%	100%	100%	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Embark Plus (TK), Language Arts Blue (K), Green (1st), Orange (2nd), and Purple(3rd), Language Arts/Language Skills 4 & 5 English/Language Arts 6, English/Language Arts 7, English/Language Arts 8Summit English 9, Summit English 10; Core, Comprehensive, Honors, AP, American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
<b>Mathematics</b>	Embark Plus (TK), Math+Blue (K), Math+Green (1st), Math+Orange (2nd), Math+Purple (3rd), Math+Red(4th), Math+Yellow (5th), Math 6 (6th), Math 7 (7th), Math 8 (8th), Math Foundations II (6th and 7th remediation course)  Pre-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Cal/Trig, Personal Finance, Consumer Math, AP Stats, AP Calculus	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Embark Plus (TK), Science K-5 Earth Science (6th), Life Science (7th), Physical Science (8th) Core, Comprehensive, Honors, Earth Science; Core, Comprehensive, Honors, AP, Biology; Core, Comp, Honors, AP Chemistry; Comp & Honors Physics; in person lab Biology, Physics and Chemistry	Yes	0%
<b>History-Social Science</b>	Embark Plus (TK), History K-4, CA State History, American History A (5th), World History A (6th) World History B (7th), American History (8th) Core, Comprehensive, AP, and Honors, World and US History; Core, Comp, and AP Government and Core, Comp and AP Economics	Yes	0%
<b>Foreign Language</b>	Spanish, French, German Year 1 & Year 2 (3rd-5th), Latin Year 1 (3rd-5th) Middle School Spanish, French, German, Latin, and Chinese Year 1 & Year 2 (6th - 8th) Spanish 1, 2, 3, 4 & AP (HS), French 1-4 (HS)	Yes	0%
<b>Health</b>	High School Skills for Health and Health Science	Yes	0%
<b>Visual and Performing Arts</b>	Embark Plus (TK), Art K-4, American Art A (5th), World Art A & B, American Art (6th - 8th) Embark Plus (TK), Spotlight on Music (K-5), Spotlight on Music (6th - 8th) Fine Art, Music Appreciation, Digital Arts 1 & 2, and Image Design and Editing (HS)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Non-site based program so no lab equipment.		Non-site based program so no lab equipment.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

---

CAVA is a non-site based facility.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

<b>Year and month of the most recent FIT report: N/A</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	40	35	34	48	48
Mathematics (grades 3-8 and 11)	19	20	20	18	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	762	678	88.98	39.85
Male	335	294	87.76	33.45
Female	427	384	89.93	44.76
Black or African American	127	113	88.98	30.97
American Indian or Alaska Native	--	--	--	--
Asian	58	54	93.1	41.51
Filipino	30	27	90	74.07
Hispanic or Latino	216	190	87.96	36.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	250	222	88.8	41.44
Two or More Races	53	48	90.57	52.08
Socioeconomically Disadvantaged	386	333	86.27	32.02
English Learners	74	69	93.24	13.24
Students with Disabilities	89	75	84.27	20
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	762	675	88.58	20.36
Male	335	292	87.16	20.96
Female	427	383	89.7	19.9
Black or African American	127	113	88.98	16.07
American Indian or Alaska Native	--	--	--	--
Asian	58	54	93.1	29.63
Filipino	30	27	90	48.15
Hispanic or Latino	216	189	87.5	13.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	250	220	88	20.45
Two or More Races	53	48	90.57	31.25
Socioeconomically Disadvantaged	386	331	85.75	13.68
English Learners	74	69	93.24	11.59
Students with Disabilities	89	75	84.27	12
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47	34	42	36	56	54

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## Career Technical Education Programs (School Year 2016-17)

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

We do not offer CTE.

### Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	42.38
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	3.51

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.5	23.5	3.9
7	27.9	10.5	11.6
9	22.2	18.5	2.5

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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

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

Parental involvement is enhanced by the fact that the school will be educating not only students, but also its parents. Parents will be trained on the K12 instructional system, and taught how to be effective instructional coaches under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become expert e-mail and Internet users and will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. Parents will have a rich social networking experience with the school Facebook site. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through the FAST team orientations and support sessions, teacher-led Learning Coach workshops and curriculum specialist series for advanced learners as well as those students enrolled in the Mark12 reading program. We have a very detailed Parent-Student handbook, Special Education handbook and CAVA strong start resources on our website. Families are offered outings and may find pertinent information on campus websites.

Our school will accomplish parental involvement by implementing English Language development teachers, parent education in-person nights, in-person/ virtual orientations, Back to school events, park days and high school hang outs, Red Ribbon week events, Harvest Festivals learning coach appreciation week, and science fairs.

The school provides support for parental involvement activities requested by Title 1 parents in the form of OLS/OLMS announcements, communicating directly with parents, phone, email, language surveys, info@caliva.org, weekly newsletters, ILPs, and through social media.

Parents of High School students attend a quarterly meeting with their homeroom teacher to discuss current progress as well as progress toward their goals established in their Individualized Learning Plan. Orientations for new parents are in place to support them in their transition to online learning and monthly workshops provide the opportunity for all high school parents to develop skills and strategies to increase their effectiveness as a learning coach.

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

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

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

### **State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	29.4	29.1	31		38.1	27.6	11.5	10.7	9.7
Graduation Rate	54.25	52.2	50.57		55.24	54.77	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	85.07	85.02	87.11
Black or African American	77.78	82.61	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	82.76	94.42
Filipino	100	77.78	93.76
Hispanic or Latino	77.78	75.74	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	94.55	93.58	90.99
Two or More Races	50	92	90.59
Socioeconomically Disadvantaged	84.75	81.27	85.45
English Learners	0	44	55.44
Students with Disabilities	70.59	92.5	63.9
Foster Youth	0	100	68.19

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	1.1	2.5	1.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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

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

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

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2015-2016
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	63	4	7	18	32	4	10	17	31	3	10
Mathematics	12	41	6	6	15	27	4	6	15	7	3	
Science	11	33	2	6	13	24	4	4	15	20		5
Social Science	12	37	3	8	15	30	4	7	20	18	5	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	534
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist	0	N/A
Other	7	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,931	\$1,192	\$7,739	\$51,179
District	N/A	N/A		\$59,326
Percent Difference: School Site and District	N/A	N/A		-12.4
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	36.3	-16.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,885	\$42,598
Mid-Range Teacher Salary	\$62,429	\$62,232
Highest Teacher Salary	\$76,417	\$80,964
Average Principal Salary (Elementary)	\$108,028	\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$181,031	\$117,868
Percent of Budget for Teacher Salaries	16%	32%
Percent of Budget for Administrative Salaries	6%	7%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	8	1.5

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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

California Virtual Academy @ San Joaquin's administration staff holds meetings in person, as well as virtually, various times of the year to provide staff professional development. Teachers are encouraged to research and attend workshops they feel will be beneficial to the enhancement of their profession. Administration provides surveys to both staff members and parents to determine areas of need in Professional Development for teachers on a regular basis.

Lead teachers provide expertise in areas of strength through ongoing training and support to staff.

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

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

Professional Development topics for each school year are selected based on feedback provided by staff on surveys and from our Student Achievement Plans, which are grade-level curriculum and support maps to help teachers guide their instruction and support students on their individual path to success. Virtual professional developments are held monthly and topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the school year.

In addition, staff has utilized the book *Teach Like A Champion* for two years as part of ongoing professional development. They continued their book study to include *Teach Like a Pirate* for the 16-17 school year.

Professional Learning Communities (PLCs) were initiated in January of 2015. These monthly collaborative group meetings allow grade level/content specific teachers to meet together, dive into and dissect the Common Core State Standards, and plan for effective instruction "with the end result in mind." Based on the amount of positive teacher feedback received, PLCs have continued.

Locally-based, in-person Teacher Collaboration Days are held each quarter. These meetings provide an opportunity for teachers to meet with regional teaching teams, discuss student engagement and achievement, plan for upcoming events, and share best teaching practices with a hands-on approach.

Elementary staff are encouraged and supported with attending professional development opportunities outside of California Virtual Academy @ San Joaquin. Staff that attend an outside conference present an overview of what was learned and/or provide training to colleagues.

Middle school staff professional development is determined by survey feedback of all middle school staff. Administration chose specific topics of focus based on the results of the survey, which specifically included: Meaningful Instruction Based on Student Data, Rescuing At Risk Students, Setting High Student Expectations, and Monitoring Student Growth and Potential.

Based on teacher's area of focus of student academic needs through the course of the school year, strategic professional development was provided to support teachers in student engagement and academic achievement. The structure of the professional development meetings was research based in an adult learner format, along with the "CAVA Connection" for each topic. From the results of each monthly survey, administration continued to ensure that this professional development remained relevant for teachers and students achievement.

Further, the San Joaquin Middle School teachers and administrators meet quarterly in-person. These in- person meetings are designed for teachers to collaborate on student achievement and instructional planning.

With the implementation of the new Online Learning platform, teachers needed more support and instruction in mastering the platform. Staff development included targeted sessions on the using the platform effectively. The middle school curriculum team also provided support sessions for teachers to ensure they felt confident using the platform to guide instruction.

Middle School 2017-2018 update:

Professional Development is offered to staff on a continuous basis throughout the school year and includes:

- Middle School Teacher Training: Trainings ensure that our staff are knowledgeable of the middle school program, processes, and procedures. Timely trainings are provided to staff through our administrative team, teacher mentors, and K12 Training.
- Team staff meetings: Teaching teams gather with their Regional Leaders monthly to review student data and discuss program supports & instructional strategies.
- Professional Learning Communities: Teachers gather monthly to participate in grade level collaboration and data driven instructional planning.
- Campus All Staff Professional Development: Quarterly professional development sessions are led by our Middle School Leadership Team. Student data is reviewed with a focus on current pass rates, diagnostic and Interim assessment scores and other relevant data. Data review is followed by a focused discussion on instructional strategies and resources to increase these metrics, as we strive to meet our school goals.
- Book Study: Middle School teachers and administrators participated in a book study of "Win Their Hearts...Win Their Minds" at the quarterly PD meetings. The overall message of this book is that once we win the hearts of our students by truly getting to know them, we will win their minds.
- Teacher Collaboration Meetings (TCD) Teachers have the opportunity to collaborate in-person, along with their grade level peers three times during the school year to discuss and share valuable instructional practices.
- Individual Professional Growth: Teachers have the opportunity to participate in outside professional development, as they choose.
- Data conferences are held with all levels of middle school staff. These conferences are held regularly by the leadership team and teaching staff. Student engagement and achievement based on grade level standards remediation or mastery will be analyzed, and collaboration on re-teaching and improving student mastery is discussed.
- Instructional Coaching: Regional Leads provide regular observations and provide formative feedback for teachers. Formative feedback is based on specific instructional indicators that will support in driving student academic achievement, for example instruction and planning.

High school professional development was developed in response to feedback obtained from staff through formal surveys and informal conversations. Some topics of professional development include instructional strategies, effective feedback, classroom management, and school and workplace culture. Much of our professional development is geared toward techniques that can be used to support our struggling students and ensuring our staff is aware of the resources that are available to help with this support. Professional development time has also been spent sharing best practices and effective engagement strategies for our virtual environment. Professional development is delivered in person quarterly and in a virtual format every month. Additionally, staff can complete a proposal form to participate in outside professional development opportunities that align to our LCAP goals.

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

Instructional coaching observations that take place during each instructional cycle provide teachers with valuable time for reflection, feedback, action steps for furthering their instructional strategies for virtual teaching, and instructional resources.

Teacher trainings are provided throughout the school year. Trainings ensure that our staff are knowledgeable of school program, processes, and procedures. Timely trainings are provided to staff through our administrative team, teacher mentors, and K12 Training.

Individual professional development include, but is not limited to, book studies, available and applicable training through K12 Training and Insperity, and outside training sources, as needed.

Principals and lead teachers participate in various book study groups to grow their leadership abilities.