



CALIFORNIA
VIRTUAL ACADEMIESSM

School Accountability Report Card 2007- 2008

Published in the 2008-2009 school year

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A Message from Our Head of School

Welcome to California Virtual Academy @ San Joaquin. We are a publicly-funded charter school providing California students an effective and individualized approach to learning. Our tuition-free school offers students and parents innovative, vibrant, and engaging curriculum and instruction that allow families to explore a child's potential. Our California-credentialed teachers partner with families to provide the expertise and support for students to find both academic and personal success.

California Virtual Academy @ San Joaquin is a WASC-accredited school which maintains the high standards and supportive community you would expect with a program as popular as ours.

I am very proud of our school. I welcome you to discover why so many students, families, and teachers share that pride.

Best Regards,
Katrina

Katrina Abston
Head of School

ABOUT OUR SCHOOL

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

The mission of the California Virtual Academies is to provide California students with an excellent education, grounded in high academic standards, which will help them to achieve their full academic and social potential.

The core philosophy of the California Virtual Academies 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.

School Instruction & Leadership

It is the expectation of California Virtual Academies (CAVA) that *all* students will reach and/or exceed state standards. CAVA uses the K12 curriculum which ensures that all modalities are used to teach students. Attention is given to the acquisition of basic skills using concrete, manipulative learning materials and allowing children to progress at their own paces. Children work individually and given opportunities to work in small groups. They are active participants in their own learning.

Enrichment programs are provided to enhance all curricular areas including music and art.

CAVA stresses the need to address individual learning styles and abilities. Teachers prepare individual academics plans for each student. These plans are tailored to fit each child's needs with concentration in areas where children need additional support.

Staff members work in collaboration to communicate regularly with parents and other staff members to provide the most support with instruction.

Students are identified early to have special needs or to be "at-risk" of academic failure. CAVA provides base line assessments for all children upon entry to the program so interventions can be provided to assure success for those students. Special Needs and Intervention programs include RSP, Title I, and Speech & Language.

The school's curriculum, benchmarks, and assessment are based on the California State Content Standards. Students are assessed through a multiple assessments in the K12 curriculum and those used by the general education teacher. Students also have access to study island where skills are targeted that need extra support.

The school's administrative staff consists of a Head of Schools, Assistant Head of Schools and Academic Administrator. The administrators work closely with teachers and other staff members to develop programs, assess student progress, monitor behavior and ensure safety. The Head of Schools, Assistant Head of Schools and Academic Administrator are in close contact with staff, parents & community, and the governing board, creating a close, well-informed school community.

Leadership

Vice President, Western Region

James Konantz was formerly Assistant Superintendent for Secondary School Redesign and Charter School Development of the Los Angeles Unified School District. In his 35-year career with LAUSD, Mr. Konantz served in a wide variety of roles dealing with instruction, administration, career development, technology, and instructional materials. He was a teacher for seven years, an instructional advisor, and an assistant principal, and had leadership roles in curriculum development, special education, career development, and specialized programs for high risk youth. From 1998 to 2003, Mr. Konantz led the information and technology efforts of LAUSD, including the E-rate program. Mr. Konantz was the recipient of the 2002 "Shaper of the Future" award of Converge Magazine, and the "Technology for Learning" award from the L.A. County Superintendent of Schools. He has been a consultant to numerous organizations, including the Japanese Ministry of Science, Technology, and Education.

Head of School

Katrina Abston is the Head of School for the California Virtual Academy, Southern Region. Gaining experience in both the traditional brick-and-mortar and independent study settings, Katrina brings a broad scope of educational knowledge to her position. Serving on state committees, reviewing curriculum, teaching parenting classes, and designing home interventions for special education students are a few of the leadership roles she has performed during her years of charter school service. Katrina's administrative experience includes working as a categorical projects manager, case manager, special education director, district-wide teacher coach, and various other school management positions. She holds a Multiple Subject Credential, a Mild to Moderate Education Specialist Credential, and a master's in special education. She has chosen both public school and homeschool placements as educational options for her children.

Academic Administrator

Laura Terrazas

Mrs. Terrazas brings a wide perspective of experience to CAVA. She has gained experience in both brick and mortar settings in the independent study/ charter school field. Mrs. Terrazas graduated from CSU, Fresno with a BA in English and a BS in nutrition, and received her multi-subject teaching credential from National University. She has a single subject credential in English and a mild/moderate special education credential. She is currently serving as the Academic Administrator. Previously, she has held the position of a general education teacher where she gained expertise in the K12 curriculum. She also served as Special Education Teacher and the Special Education Coordinator with California Virtual Academies. In these positions she worked closely families to support them with their learning. She also worked closely with SELPAs, developing SELPA petitions, policies and ensuring that all students receive services. Laura works hard to ensure that all students can have the opportunity to be successful in CAVA.

Special Education Coordinator

Maria Carr received her Master's Degree in Special Education from National University and is fully credentialed as a Special Education teacher as well as credentialed as a Multiple Subject teacher. She has a wide range of experiences in the Special Education classroom which enables Maria to support the Special Education students at California Virtual Academies. She has also worked with ESL students and general education students to round out her experience as an educator. Maria has taken additional coursework through Southern Illinois University in Behavior Analysis and is preparing to become Board Certified in Behavior Analysis. Additionally, she is an Associate Educational Therapist certified through the Association of Educational Therapists. She has published articles in "Converge Magazine" and "T.H.E. Journal (Technology Horizons in Education)" with an upcoming article to be published in "The Educational Therapist". Maria is fully committed to a successful partnership between parent and teacher to enable the student to maximize his or her potential.

Senior Master Teacher of Records and Compliancy

April Warren's experience in both brick-and-mortar schools and alternative educational models, have provided to her a wide range of skills necessary in her position. April has worked closely with teachers and families to insure academic success of students in the areas of attendance and achievement. Previously, April has created both teacher training modules and designed parent education tracks. She received her bachelors in Child Development and her Multiple Subject Teaching Credential from California State University, San Bernardino.

Technology Manager, Western Region

John Max has been working in the field of education since 1993, specializing in working with students in an alternative, educational environment. John has worked with students of all ages, from kindergarten through twelfth grade, during his teaching career. He attended the University of San Diego for his bachelor's degree and teaching certification, and received his master's degree in educational technology and his CLAD certification from National University.

Senior Master Teacher of Community Day

Leah Fellows

Leah Fellows received her associate's degree in child growth and development and taught pre-kindergarten while working toward her bachelor's degree. She received her bachelor's degree and Multiple Subject Teaching Credential from California State University San Bernardino. Leah taught first and second grade for six years in a traditional school setting where she worked with English language learners, served as a mentor for new teachers, and was part of various site and district leadership teams. Leah has been a CAVA teacher since 2002 and is currently working with the Community Day program as the Master Teacher of Community Day. She is working on master's degree in education at Chapman University and lives in Orange County with her husband and their two daughters.

Coordinator of Instruction Education Accountability

Carol Henson has a bachelor's degree in Social Science from Chapman University and a Multiple Subject (K-8) Teaching Credential from National University. Education is a second career for Carol. She went into teaching after many years working in accounting and management. She feels her past experience and management skills such as multi-tasking, people skills and attention to detail have been extremely beneficial in current position as testing coordinator. Before coming to CAVA she had experience in 2nd and 6th grade brick and mortar classrooms. She also taught her grandchildren using the K-12 curriculum. This is Carol's fourth year with CAVA and first year as Testing Coordinator.

Master Teacher of High School

Sandra Wortman received her Master's Degree in Curriculum and Instruction from California Lutheran University in 1996. She holds both a professional clear Multiple Subject teaching credential and a Supplemental Authorization in the area of Mathematics. She has had both brick-and-mortar and alternative education teaching experience. She taught in a one room school house for four years and brings this individualized educational approach to her teaching. More recently, she has experience in working in a variety of positions within Cava: first as a parent of several cava students, then as an elementary teacher. In 2005, she moved over to the high school and since then has had the opportunity to work on the ground level of the building of the high school. In addition to her Cava experience, she has also worked for Princeton Review creating curriculum. She is committed to working with students to develop individual plans for success.

CREDENTIALLED TEACHERS AT CAVA@ SAN JOAQUIN

Trust the Expertise of California's Best Teachers!

California Virtual Academy's teachers are among the best in the state for virtual education. They consider themselves your partners in your children's education and they are available every school day to help you and your children through any challenges you may face. Here are a few of the regular education, special education, and Title 1 teachers you'll get to know at the California Virtual Academies.

All of the teachers employed with CAVA are NCLB complaint as well as fully credentialed. We carefully match all teachers to their subject areas and therefore do not have any teachers that are teaching out of their subject areas.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

Subgroups Included in State Testing

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 55 |
| African American | 2 |
| American Indian or Alaska Native | 3 |
| Asian | 4 |
| Filipino | 2 |
| Hispanic or Latino | 4 |
| Pacific Islander | 4 |
| White (not Hispanic) | 36 |
| Multiple or No Response | 0 |
| Socioeconomically Disadvantaged | 12 |
| English Learners | 0 |
| Students with Disabilities | 2 |

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$7328.00 |
| District | \$ |
| State | \$5300.00 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts | 43.5% |
| Mathematics | 26.6% |
| Science | 10.8% |
| History-Social Science | 13.5% |

Postsecondary Preparation

| Measures | Percent |
|--|--------------------------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | N/A |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 0% (pending A-G certification) |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 53% |

Opportunities for Parental Involvement

Parents are an extremely important part of California Virtual Academies (CAVA). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed parents in CAVA they state are more involved in their child's education than at their pervious school. Parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents will be given an opportunity to make their voices heard (both on-line and off-line) about their likes and dislikes about 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 in our program. Parents attend a registration conference and agree to the enrollment requirements which shows they are committed to being an active member of the education team for their student in our program.

Parental involvement at California Virtual Academy @ San Joaquin is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be trained on the K12 instructional system. Parents will be taught how to be effective instructional coaches, under the guidance of 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 are actively encouraged to participate in CAVA 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.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 2 |
| Grade 1 | 3 |
| Grade 2 | 5 |
| Grade 3 | 3 |
| Grade 4 | 4 |
| Grade 5 | 2 |
| Grade 6 | 5 |
| Grade 7 | 4 |
| Grade 8 | 2 |
| Grade 9 | 8 |
| Grade 10 | 11 |
| Grade 11 | 5 |
| Grade 12 | 1 |
| Total Enrollment | 55 |

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| African American | 3.6 |
| American Indian or Alaska Native | 5.5 |
| Asian | 7.3 |
| Filipino | 3.6 |
| Hispanic or Latino | 7.3 |
| Pacific Islander | 7.3 |
| White (not Hispanic) | 65.5 |
| Multiple or No Response | 0 |
| Socioeconomically Disadvantaged | 29 |
| English Learners | 0 |
| Students with Disabilities | 4 |

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | |
| K-8 | 25 | | x | | 25 | | | x | | 25 | | | x |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | N/A | | | | N/A | | | | 25 | X | | |
| Mathematics | N/A | | | | N/A | | | | 25 | X | | |
| Science | N/A | | | | N/A | | | | 25 | X | | |
| Social Science | N/A | | | | N/A | | | | 25 | X | | |

III. School Climate

SCHOOL CLIMATE

School Safety

The California Virtual Academy @ San Joaquin 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.

School Discipline Practices

The school will reserve the right to suspend or expel students pursuant to the policy and procedures established by the Governing Board. Disciplinary procedures for students with disabilities will be addressed by the IEP team in accordance with federal law, state law and the student's IEP.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | N/A | N/A | 0 | N/A | N/A | 19.8 |
| Expulsions | N/A | N/A | 0 | N/A | N/A | 1.1 |

IV. School Facilities

School Facility Conditions and Improvements

CAVA is a non-site based facility.

VI. Support Staff

[Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.10 | 400 |
| Library Media Teacher (Librarian) | N/A | N/A |
| Library Media Services Staff (paraprofessional) | N/A | N/A |
| Psychologist | .5 | N/A |
| Social Worker | N/A | N/A |
| Nurse | N/A | N/A |
| Speech/Language/Hearing Specialist | N/A | N/A |
| Resource Specialist (non-teaching) | N/A | N/A |
| Other | N/A | N/A |

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | Excellent | 0 |
| Mathematics | Excellent | 0 |
| Science | Excellent | 0 |
| History-Social Science | Excellent | 0 |
| Foreign Language | Excellent | 0 |
| Health | Excellent | 0 |
| Visual and Performing Arts | Excellent | 0 |
| Science Laboratory Equipment (grades 9-12) | | |

VIII. School Finances

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2006-07\)](#)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Average Teacher Salary |
|-------------|------------------------------|------------------------|
| School Site | 8604 | 3635/ month |

Types of Services Funded

CAVA adheres to state and Federal regulations for all services funded.

CAVA@ Receives funding for Title I services.

CAVA@ Also receives funding for Special Education services.

[Teacher and Administrative Salaries \(Fiscal Year 2006-07\)](#)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount |
|---|-----------------|
| Beginning Teacher Salary | 2851.27/ month |
| Mid-Range Teacher Salary | 3584.53/ month |
| Highest Teacher Salary | 4470.25/ month |
| Average Principal Salary (Elementary) | 5655.68/ month |
| Average Principal Salary (Middle) | 5655.68/ month |
| Average Principal Salary (High) | 5727.27/ month |
| Percent of Budget for Teacher Salaries | 40% |
| Percent of Budget for Administrative Salaries | .3% |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

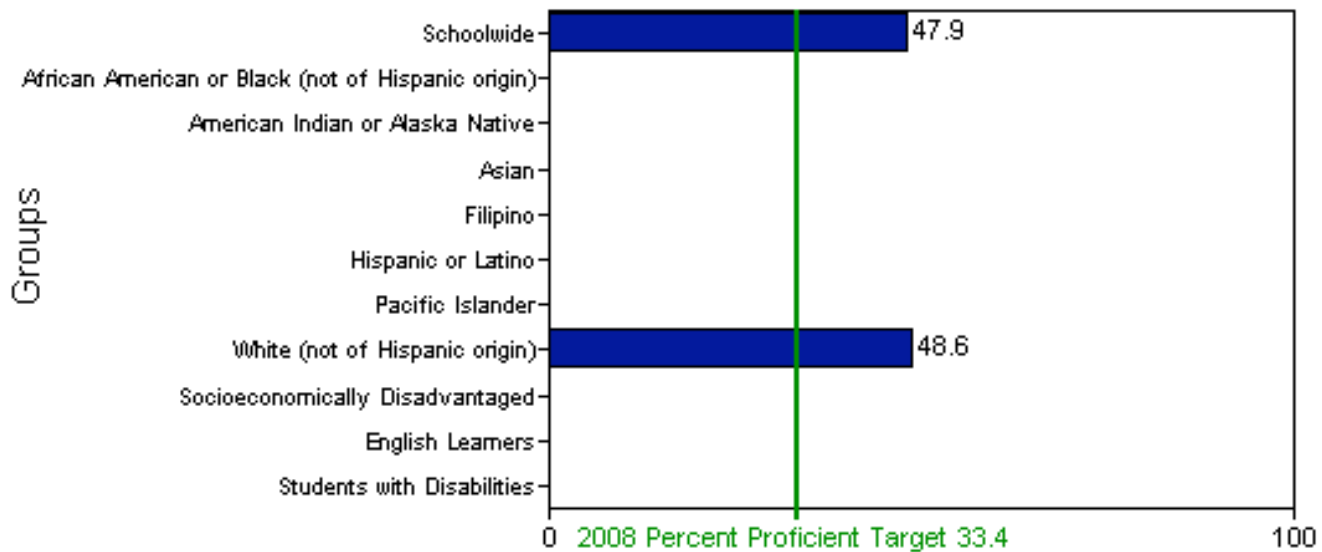
| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | N/A | N/A | 43.5 | N/A | N/A | | N/A | N/A | |
| Mathematics | N/A | N/A | 26.6 | N/A | N/A | | N/A | N/A | |
| Science | N/A | N/A | 10.8 | N/A | N/A | | N/A | N/A | |
| History-Social Science | N/A | N/A | 13.5 | N/A | N/A | | N/A | N/A | |

CST Results by Student Group - Most Recent Year

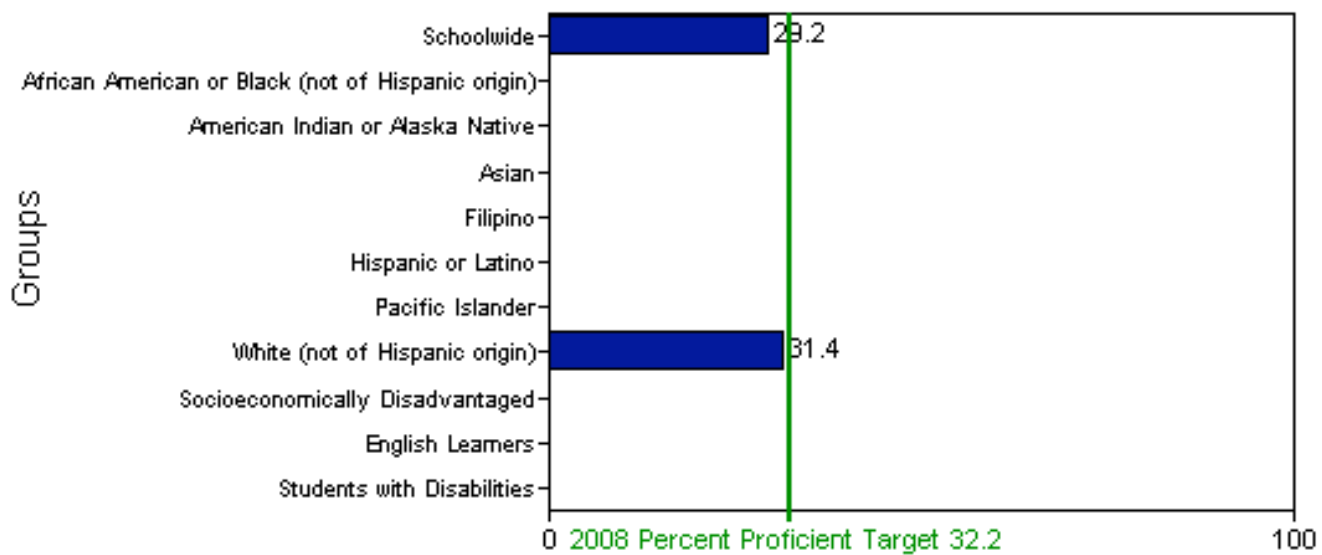
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Economically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

[CAHSEE Results by Performance Level for All Students - Three-Year Comparison](#)

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | N/A | N/A | N/A | N/A | N/A | N/A | 61% | 22% | 30% |
| Mathematics | N/A | N/A | N/A | N/A | N/A | N/A | 59% | 22% | 31% |

To protect privacy, "n/a" appears in place of test scores wherever those scores are based on 10 or fewer students.

[CAHSEE Results by Performance Level for Student Groups - Most Recent Year](#)

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Group | English-Language Arts | | Mathematics | |
|---|-----------------------|--------|-------------|--------|
| | Not Passed | Passed | Not Passed | Passed |
| All Students | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Economically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

To protect privacy, "n/a" appears in place of test scores wherever those scores are based on 10 or fewer students.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|-------------|---|
| 5 | 3.1% |
| 7 | 6.3% |
| 9 | N/A |

To protect privacy, "n/a" appears in place of test scores wherever those scores are based on 10 or fewer students.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | N/A | N/A | |
| Similar Schools | N/A | N/A | |

[API Changes by Student Group - Three-Year Comparison](#)

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | N/A | N/A | 682 | - |
| African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

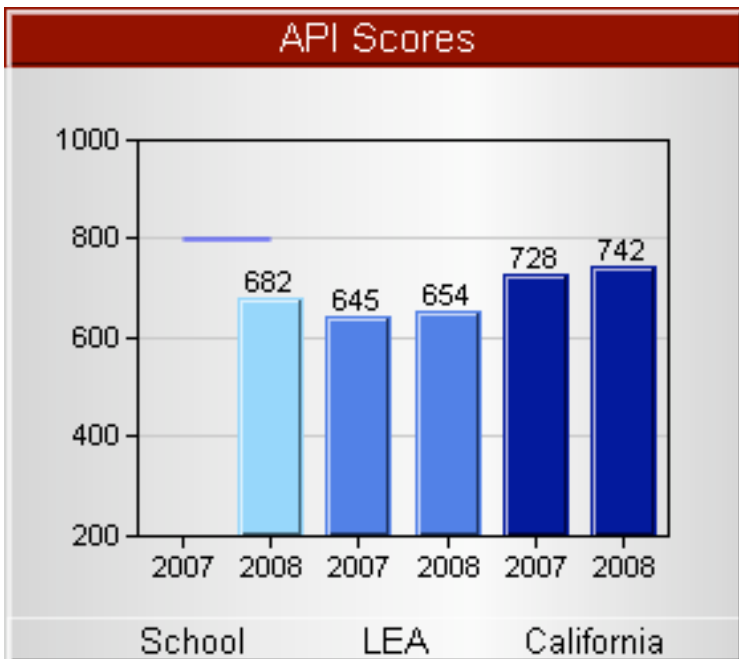
- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

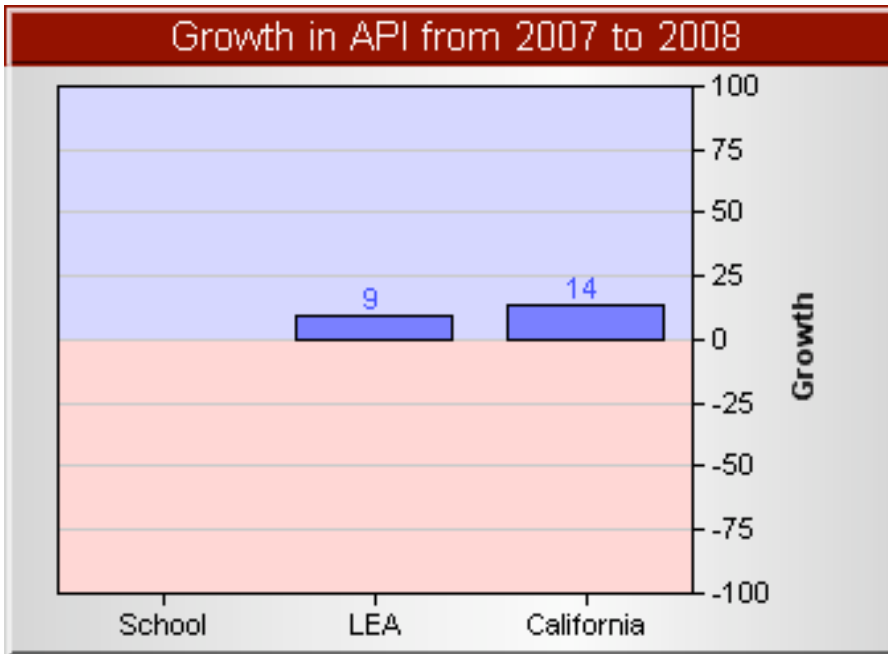
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | No | No |





[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | N/A | 2004-2005 |
| Year in Program Improvement | N/A | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 6 |
| Percent of Schools Currently in Program Improvement | N/A | 25.0 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

[University of California](#)

Admission requirements for the University of California (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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

[Dropout Rate and Graduation Rate](#)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Dropout Rate (1-year) | N/A | N/A | N/A | N/A | N/A | 22.8% | 3% | 3.4% | 5.5% |
| Graduation Rate | N/A | N/A | 53% | 79.8% | 89.3% | 53% | 85.1% | 83.4% | 80.6% |

[Completion of High School Graduation Requirements](#)

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | N/A | N/A | 79% |
| African American | N/A | N/A | 68% |
| American Indian or Alaska Native | N/A | N/A | 77% |
| Asian | N/A | N/A | 88% |
| Filipino | N/A | N/A | 90% |
| Hispanic or Latino | N/A | N/A | 70% |
| Pacific Islander | N/A | N/A | 79% |
| White (not Hispanic) | N/A | N/A | 90% |
| Socioeconomically Disadvantaged | N/A | N/A | 69% |
| English Learners | N/A | N/A | 40% |
| Students with Disabilities | N/A | N/A | 35% |

[Career Technical Education Programs \(School Year 2007-08\)](#)

[Courses for University of California and/or California State University Admission \(School Year 2007-08\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | N/A |
| Graduates Who Completed All Courses Required for UC/CSU Admission | N/A |

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | n/a |
| English | 1 | <1% |
| Fine and Performing Arts | 0 | n/a |
| Foreign Language | 0 | n/a |
| Mathematics | 0 | n/a |
| Science | 0 | n/a |
| Social Science | 1 | <1% |
| All courses | 2 | <1% |

XII. Instructional Planning and Scheduling

Professional Development

California Virtual Academies (CAVA) professional development, for the K-8th grade staff, activities are designed by staff to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and management skills.

CAVA's administration staff meets in January to plan professional development for the following year. The teachers are also surveyed on a monthly basis and at the end of the year for opportunities to discuss additional needed training. These specific training needs are delivered at the All Staff Professional development on a monthly basis. Teachers are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession. Lead teachers are provided as mentor teachers who provide expertise in areas of strength. These teachers have on-going training that support the general staff on a weekly basis.

Teachers also meet in person in their regional teams quarterly to review and discuss issues and concerns that need to be immediately addressed and supported