



# **School Accountability Report Card 2009–10**

**Published in the school year 2010-2011**

*California Virtual Academies, San Diego*

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***Spencer Valley School***

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***<http://www.sdcoe.k12.ca.us/districts/spencer/welcome.html>***

Welcome to California Virtual Academy @ San Diego. 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 Diego 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 Abston  
Head of Schools

**California Virtual Academy @ San Diego** 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.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or district office.

## Student Enrollment

Group	Enrollment
Number of students	2,235
Black or African American	8.0%
American Indian or Alaska Native	.4%
Asian	3.3%
Filipino	2.4%
Hispanic or Latino	16.2%
Native Hawaiian/Pacific Islander	1.3%
White (not of Hispanic origin)	56.6%
Two or More Races	0%
Socioeconomically Disadvantaged	15.6%
English Learners	0%
Students with Disabilities	10.3%

## Teachers

Indicator	Teachers
Teachers with full credential	100%
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	59%
Mathematics	34%
Science	36%%
History-Social Science	39%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	752
Statewide Rank (from 2009 Base API Report)	4
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 19
2010-11 Program Improvement Status (PI Year)	Year 2

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

Summary of Most Recent Site Inspection  
CAVA is a non-site based facility

## Curriculum and Instructional Materials

Core Curriculum Area	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	\$8,113
District	\$
State	\$8,736

## School Completion

Indicator	Result
Graduation Rate (if applicable)	U50

## Postsecondary Preparation

Measure	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 Requirements)

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	California Virtual Academy @ San Diego	<b>District Name</b>	Spencer Valley Elementary
<b>Street</b>	2360 Shasta Way, Unit A	<b>Phone Number</b>	760-765-0336
<b>City, State, Zip</b>	Simi Valley, CA 93065	<b>Web Site</b>	<a href="http://www.sdcoe.k12.ca.us/districts/spencer">www.sdcoe.k12.ca.us/districts/spencer</a>
<b>Phone Number</b>	805.581.0202	<b>Superintendent</b>	Julie Weaver
<b>Principal</b>	Katrina Abston	<b>E-mail Address</b>	<a href="mailto:spencero@sdcoe.net">spencero@sdcoe.net</a>
<b>E-mail Address</b>	<a href="mailto:kabston@k12.com">kabston@k12.com</a>	<b>CDS Code</b>	37- 68403- 6120893

## **Opportunities for Parental Involvement (School Year 2009–10)**

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized 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 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 also supportive and encouraging with the day to day home education management. 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. These show they are committed to being an active member of the education team for their student in our program.

Parental involvement at California Virtual Academy 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 will have a rich social networking experience with the school Facebook site, Yahoo Groups, and the Big Think Parent's Lounge. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff presented Learning Coach workshops. We have a very detailed Parent Student handbook, Special Education handbook and CAVA New Parent Resource Guide. We have a Parent Mentor program to provide the ultimate one on one experience for Learning Coaches who would like a mentor to support them in their journey.

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. We have parent representatives on the CAVA school board and the School Site Council. Where available we have a Parent-organized leadership team at a Community Day site. We offer community building at the school level, the state level and nationally with other virtual academies.

In this community it is just discovering the resource that best meets your needs. We have many layers of support in place, as well as opportunities for parent leadership.



### 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	2007-08			2008-09			2009-10					
	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	25	X			27	x			25	X		
Mathematics	25	X			27	X			25	X		
Science	25	X			27	X			25	X		
Social Science	25	x			27	X			25	X		

### III. School Climate

#### School Safety Plan (School Year 2009-10)

The California Virtual Academy @ San Diego 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.

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	0	0	0	0	0	0
<b>Expulsions</b>	0	0	0	0	0	0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

CAVA is a non-site based facility.

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	97.4	98.7	100	N/A
<b>Without Full Credential</b>	0	0	0	N/A
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
<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

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

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	25.8	N/A
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	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	21.5	N/A
Other	0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or 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)	Excellent	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,460	\$348	\$8,113	\$33,854
District	N/A	N/A	\$38,721	n/a
Percent Difference – School Site and District	N/A	N/A	-377%	n/a
State	N/A	N/A	\$8,736	\$66,995
Percent Difference – School Site and State	N/A	N/A	-8%	-98%

## Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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

CAVA@ San Diego receives funding for Title I services.

CAVA@ San Diego also receives funding for Special Education services.

## Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$38,906
Mid-Range Teacher Salary	N/A	\$56,504
Highest Teacher Salary	N/A	\$71,751
Average Principal Salary (Elementary)	\$92,053	\$92,054
Average Principal Salary (Middle)	\$95,666	\$95,667
Average Principal Salary (High)	\$94,401	\$93,098
Superintendent Salary	N/A	\$111,056
Percent of Budget for Teacher Salaries	17%	38%
Percent of Budget for Administrative Salaries	1%	7%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no*

case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	55%	58%	59%	55%	59%	59%	46%	50%	52%
Mathematics	33%	33%	34%	33%	34%	34%	43%	46%	48%
Science	40%	36%	36%	40%	36%	36%	35%	36%	40%
History-Social Science	35%	33%	39%	35%	33%	39%	36%	41%	44%

## Standardized Testing and Reporting 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
All Students at the School	60.4	41.2	36	39
Male	55	36	58	44
Female	62	31	52	36
Black or African American	40	30	**	**
American Indian or Alaska Native	**	**	**	**
Asian	**	**	**	**
Filipino	**	**	**	**
Hispanic or Latino	50.5	31.8	42	26
Native Hawaiian or Pacific Islander	**	**	**	**
White	62.3	46.6	57	38
Two or More Races	61	35	59	45
Socioeconomically Disadvantaged	54.2	30.6	50	37
English Learners	**	**	**	**
Students with Disabilities	40	26.6	27	19
Students Receiving Migrant Education Services	**	**	**	**

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	100%	93%	87%	100%	93%	87%	79%	79%	81%
Mathematics	82%	72%	76%	82%%	72%	76%	78%	80%	81%

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	**	**	**	**	**	**
All Students at the School	**	**	**	**	**	**
Male	**	**	**	**	**	**
Female	**	**	**	**	**	**
Black or African American	**	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**	**
Asian	**	**	**	**	**	**
Filipino	**	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**	**
Native Hawaiian/Pacific Islander	**	**	**	**	**	**
White	**	**	**	**	**	**
Two or More Races	**	**	**	**	**	**
Socioeconomically Disadvantaged	**	**	**	**	**	**
English Learners	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
Students Receiving Migrant Education Services	**	**	**	**	**	**

## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10%	40%	40%
7	24.1%	51.7%	17.2%
9	38.9%	27.8%	11.1%

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	4	5	4
Similar Schools	4	8	7

## Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	19	1	-8
Black or African American	**	**	**
American Indian or Alaska Native	**	**	**
Asian	**	**	**
Filipino	**	**	**
Hispanic or Latino	40	-13	-3
Native Hawaiian/Pacific Islander	**	**	**
White	29	-3	34
Two or More Races	N/A	N/A	**
Socioeconomically Disadvantaged	-6	14	22
English Learners	**	**	**
Students with Disabilities	**	**	**

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	-8	61	13
Black or African American	**	**	15
American Indian or Alaska Native	**	**	13
Asian	**	**	12
Filipino	**	**	14
Hispanic or Latino	-3	**	17
Native Hawaiian/Pacific Islander	**	**	12
White	34	**	11
Two or More Races	**	**	14
Socioeconomically Disadvantaged	22	**	17
English Learners	**	**	15
Students with Disabilities	**	**	16

## Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	No	Yes
<b>API</b>	Yes	N/A
<b>Graduation Rate</b>	U50	N/A

## Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not in PI
<b>First Year of Program Improvement</b>	08-09	**
<b>Year in Program Improvement</b>	2	**
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's 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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### 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 page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

## 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 are 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 CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	N/A	7.3	23.9	N/A	7.3	23.9	N/A	5.5	4.9
<b>Graduation Rate</b>	N/A	50	12.3	N/A	50	12.3	80.6	80.2	78.6

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	10	10	382,950
<b>Black or African American</b>	1	1	25,996
<b>American Indian or Alaska Native</b>	0	0	2,885
<b>Asian</b>	0	0	40,142
<b>Filipino</b>	0	0	12,618
<b>Hispanic or Latino</b>	3	3	156,842
<b>Native Hawaiian/Pacific Islander</b>	0	0	2,569
<b>White</b>	4	4	136,096
<b>Two or More Races</b>	0	0	2,520

## Career Technical Education Programs (School Year 2009–10)

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 2009–10)

This table displays information about participation in the school's CTE programs.

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

### Courses for University of California and/or California State University Admission (School Year 2009–10)

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 CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

### Advanced Placement Courses (School Year 2009–10)

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 CDE *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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language and Psychology	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	10	N/A

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

California Virtual Academies (CAVA) professional development, for the K-12<sup>th</sup> 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 person at various time of the year to discuss needs gathers information via surveys from both staff member as well as parents of the students to understand where staff development needs are.. 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. There are additional trainings available on a weekly basis to staff. 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