

California Virtual Academy at Los Angeles

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)

School Contact Information	
School Name	California Virtual Academy at Los Angeles
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	Suzanne McCarty
E-mail Address	admin@caliva.org
Web Site	http://cava.k12.com/
CDS Code	19650940112706

District Contact Information	
District Name	California Virtual Academy at Los Angeles
Phone Number	805.581.0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	http://cava.k12.com/

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

California Virtual Academy @ Los Angeles 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

California Virtual Academy at Los Angeles is an online, public charter school with a mission to provide a comprehensive standards-based program to diverse student learners who seek an individualized, engaging educational setting. In partnership with parents and Learning Coaches, our dedicated teachers affirm and inspire students to become life-long learners. We model and instill independence, self-advocacy, and critical thinking in order to educate the whole child. Our goal is to develop a self-disciplined and accountable individual who is prepared to enter the workforce or higher education and be a contributing member of the community.

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	114
Grade 2	139
Grade 3	129
Grade 4	139
Grade 5	178
Grade 6	177
Grade 7	270
Grade 8	266
Grade 9	229
Grade 10	276
Grade 11	290
Grade 12	289
Total Enrollment	2,614

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	18.2
American Indian or Alaska Native	0.4
Asian	3
Filipino	2.2
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.4
White	29.5
Two or More Races	6.2
Socioeconomically Disadvantaged	57.4
English Learners	3
Students with Disabilities	12.2
Foster Youth	0.2

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
With Full Credential	100%	100%	100%	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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
Reading/Language Arts	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%
Mathematics	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
Science	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%
History-Social Science	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%
Foreign Language	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%
Health	High School Skills for Health and Health Science	Yes	0%
Visual and Performing Arts	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%
Science Laboratory Equipment (grades 9-12)	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 independent study school.

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

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

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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)	43	42	52	52	48	48
Mathematics (grades 3-8 and 11)	21	20	37	38	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	1,470	1,301	88.5	41.83
Male	712	616	86.52	37.07
Female	758	685	90.37	46.12
Black or African American	290	257	88.62	26.56
American Indian or Alaska Native	--	--	--	--
Asian	51	43	84.31	58.14
Filipino	30	28	93.33	62.96
Hispanic or Latino	494	451	91.3	39.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	457	395	86.43	49.87
Two or More Races	96	85	88.54	53.57
Socioeconomically Disadvantaged	839	736	87.72	35.47
English Learners	94	88	93.62	17.24
Students with Disabilities	180	142	78.89	14.89
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	1,470	1,298	88.3	19.66
Male	712	615	86.38	22.15
Female	758	683	90.11	17.42
Black or African American	290	255	87.93	10.98
American Indian or Alaska Native	--	--	--	--
Asian	51	44	86.27	45.45
Filipino	30	28	93.33	37.04
Hispanic or Latino	494	451	91.3	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	457	394	86.21	25.38
Two or More Races	96	84	87.5	26.19
Socioeconomically Disadvantaged	839	734	87.49	15.28
English Learners	94	88	93.62	6.82
Students with Disabilities	180	142	78.89	5.63
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)	42	43	62	54	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	41.91
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	6.41

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	19.8	30.7	15.8
7	21.8	17.7	18.4
9	20.9	22.6	15.7

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 @ Los Angeles (CAVA). 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 @ Los Angeles 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 and Yahoo Groups. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, In Person and Virtual New Parent Orientations, and staff-presented Learning Coach workshops.

Elementary teachers contact all families within 24 hours of being assigned as their teacher and document their contact as a Student Connection Call. An individualized learning plan is provided to students within 2 weeks of their start in our school or the beginning of each semester. Goals are discussed with parents and provided as well during the ILP process. Our Family Support Coordinator offers orientations to families at the start of the year and start of the semester to support families with onboarding. Our FAST team also does check-in and provide onboarding support for their first few weeks of enrollment. Our elementary department also sends out pulse checks and surveys to families frequently to identify areas of support that is needed. Teachers are also offering orientations to their new students within 2 weeks of enrollment to support new families and address upcoming goals/standards for instruction.

Middle School teachers are offering our middle school parents Parent Education sessions. These sessions provide support to our parents with understanding and working with their students in the common core curriculum for mathematics and English language arts. 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.

At the high school level, parent communications will begin in August with Welcome Calls from teachers. They will also be receiving a copy of their Individualized Learning Plans in an email from the counseling team over the summer. Parent-Teacher conferences will take place November 4 – November 10. Welcome Back calls will take place again at the start of the spring semester, with a focus on ILP goals and accomplishments. Parent-Teacher conferences will take place April 17 – April 21. Live in-person Family Orientations will be held throughout LA the first week of school. In addition, RLT-led Virtual Parent Orientations will be held the first few weeks of every semester (both day and evening). Parent Workshops will be led by RLTs and PRINCIPALS once each month, focused on specific topics. All LA area families will be invited and encouraged to attend. Parent Support Sessions will be led by RLTs and offered 4 times per year (both day and evening), 2 weeks before closing date to target families of struggling students. Families will be identified using the HS tracker and personally invited to the session. Attendance will be tracked, via google survey.

At each 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 @ Los Angeles 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 @ Los Angeles school board and the School Site Council. The local Community Day sites have active parent-organized leadership teams that supports activities at the sites. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The California Virtual Academy @ Los Angeles 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	24.8	27.6	25.7	3.7	3.2	3.5	11.5	10.7	9.7
Graduation Rate	58.5	59.12	65.71	91.82	91.95	91.95	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	92.43	94.83	87.11
Black or African American	83.33	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	90.11	91.57	84.58
Native Hawaiian/Pacific Islander	50	85.71	86.57
White	95.12	100	90.99
Two or More Races	87.5	87.5	90.59
Socioeconomically Disadvantaged	87.12	94.01	85.45
English Learners	25	42	55.44
Students with Disabilities	85.29	79.49	63.9
Foster Youth	0	70	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	2.3	2.2	1.7	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 at Los Angeles 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, which shall 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	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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	21	46	11	23	26	31	9	24	26	24	10	18
Mathematics	20	42	6	20	23	29	2	18	26	5	2	4
Science	17	36	7	10	26	19	2	13	19	24	2	10
Social Science	19	45	5	14	26	24	7	21	29	19	1	19

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	2.5	464
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	2	N/A
Social Worker	.4	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	0	N/A
Other	13	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	\$9,344	\$1,532	\$7,811	\$54,722
District	N/A	N/A	\$7,792	\$76,863
Percent Difference: School Site and District	N/A	N/A	0.2	-22.1
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	37.6	-23.5

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	\$47,727	\$46,511
Mid-Range Teacher Salary	\$77,257	\$73,293
Highest Teacher Salary	\$95,590	\$92,082
Average Principal Salary (Elementary)	\$121,488	\$113,263
Average Principal Salary (Middle)	\$125,389	\$120,172
Average Principal Salary (High)	\$139,408	\$131,203
Superintendent Salary	\$244,950	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	4	N/A
All courses	9	1.7

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)

The professional development activities at California Virtual Academy @ Los Angeles for the TK-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.

California Virtual Academy @ Los Angeles administration staff holds meetings in person, as well as virtually, various times through the year to provide staff professional development. In-person professional development meetings occur at the beginning of the school year, and quarterly thereafter. Virtual teacher meetings also occur regularly throughout the year. Teachers are also welcome 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 (monthly and at the end of each school year).

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.

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 were continued for the 2015-2016 and the 2016-2017 school years and are continuing for the 2017-2018 school year.

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. Additional in-person professional developments are held in October and March to allow grade levels to conference together to improve instruction, test readiness, and academic assessment data and response. Virtual professional development meetings are held department wide at the end of each semester.

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 were held monthly in 2016-2017 topics included: 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 16-17 school year. In addition, the staff utilized the book Teach Like A Champion for three years as part of ongoing professional development.

In the 2017-2018 school year, the Elementary Department continued to focus on student achievement and utilizing data to drive instruction throughout professional development. A strong focus is placed on verifiable student learning, to ensure that teachers were carefully reviewing assessment data for students, identifying those who demonstrated need for additional instruction, planning and implementing targeted instruction, and then reassessing to ensure student learning had occurred. Additionally, teachers, Regional Leads, and Principals engaged in a year-long book study utilizing "The Growth Mindset Coach" to foster a growth mindset in the classroom. Monthly professional developments were aligned with the book and monthly growth mindset mantra.

Data conferences are held with all levels of elementary school staff. Director with Principals, Principals with Leads, and Leads with teachers. These conferences are held bi-weekly, as data is relevant for analyzing and discussing student data to drive instruction. These are in tandem with teacher observations and feedback in order to develop teaching strategies and student support. Grade levels also meet as a team each week to plan for the upcoming instructional periods.

Teachers are also assigned individual trainings throughout the year to support their knowledge of K12 Curriculum, instructional practices and knowledge of CAVA policies of procedures. These trainings for both new and returning teachers are outlined on their training tracker. Teachers also work with their Leads to identify specific professional development relevant to their individual needs. Teachers are required to attend one professional development opportunity each semester, focused on improving their instruction.

The Middle School Department 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 & strategies.
- Professional Learning Communities: Teachers gather monthly to participate in grade level collaboration and planning.
- Campus All Staff Professional Development: Quarterly professional development sessions are led by our Middle School Leadership Team. Student data is reviewed and focused on student growth.
- Book Study: Middle School teachers and administrators participated in a book study of "Win Their Hearts...Win Their Minds" at the quarterly PD meetings.
- Teacher Collaboration Meetings (TCD) Teachers have the opportunity to collaborate in-person, along with their grade level peers three times during the school year.
- 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. Director with Middle School Principals, Middle School Principals with RLs, and RLs with teachers. These conferences are held bi-weekly, as data is relevant for analyzing and discussion.
- Instructional Coaching: Regional Leads provide regular observations and feedback for teachers based on their instructional support.

High School Professional Development was developed in response to feedback obtained from staff through surveys and conversations. All high school teachers participate in quarterly Professional Learning Communities (PLCs). These cooperative groups are led by Curriculum Specialists. This affords the teachers an opportunity to brainstorm new ideas, work with current data, share best practices, and learn from one another. In-person Teacher Collaboration Days, led by the RLT of each region, take place in the Fall and Spring semesters. These Professional Development opportunities will provide guidance on developing and monitoring personal SMART goals, sharing of best practices, learning about new trends and resources available to teachers, analyzing performance and perception data gathered from the Campus 3 students and families, and collaborative work time. Every high school teacher meets monthly with the Regional Lead Teacher to work on personal Professional Development passions and goals. These 30-minute meetings are teacher-directed and topics vary from month to month and teacher to teacher. Teachers are informally observed by their assigned Regional Lead Teacher or Curriculum Specialist monthly. There is feedback and coaching provided after each observation. High school teachers attend yearly professional development on testing to include, but not limited to, Instructional Strategies, Communicating Expectations, Supporting

At Risk Students, Student Engagement, Providing Meaningful Feedback, and Supporting Academic Achievement, CAASPP overview, Proctor Responsibilities, Testing walk through, Technology Training, and Special Education. High school teachers participate in a yearly book study; for 2016-2017, they read and discussed "The Innovator's Mindset" by George Couros during the team collaboration meetings and individual data meetings with their regional lead. In 2017-2018, high school teachers are reading and discussing "Teach Like a Pirate" by Dave Burgess during team collaboration meetings and individual data meetings with their regional lead.

California Virtual Academy @ Los Angeles'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 in 2015-16. The topics in 2016-17 included instructional coaching and observation. In 2017-18, the focus is on utilizing data to provide specifically designed targeted lessons. Professional development is in-person 1-2 times yearly, 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 @ Los Angeles students.