

California Virtual Academy at San Mateo

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 San Mateo
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-2020
Principal	Sharon Flemmer
E-mail Address	admin@caliva.org
Web Site	www.caliva.org
CDS Code	4168916012284

District Contact Information	
District Name	California Virtual Academy at San Mateo
Phone Number	805.581.0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	www.caliva.org

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

California Virtual Academy @ San Mateo 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

Our mission at the California Virtual Academy at San Mateo is to provide our students with a high-quality, 21st century education. Our mission is grounded in high academic standards and integrity, which fosters personal growth. Through a dedicated teaching and support staff, our students are provided with rigorous individualized instruction and high academic standards in order to achieve career and college readiness.

We believe the key to a successful education includes a partnership between students, teachers, involved parents, learning coaches, leadership and surrounding community supports.

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

Grade Level	Number of Students
Kindergarten	33
Grade 1	35
Grade 2	27
Grade 3	32
Grade 4	33
Grade 5	45
Grade 6	39
Grade 7	59
Grade 8	69
Grade 9	72
Grade 10	97
Grade 11	118
Grade 12	103
Total Enrollment	762

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.9
Asian	11
Filipino	4.7
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	1.3
White	40.6
Two or More Races	10.2
Socioeconomically Disadvantaged	41.7
English Learners	4.1
Students with Disabilities	11.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
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 at San Mateo is a non-site 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)	56	52	49	46	48	48
Mathematics (grades 3-8 and 11)	31	34	36	36	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	404	349	86.39	51.72
Male	195	166	85.13	46.99
Female	209	183	87.56	56.04
Black or African American	26	21	80.77	38.1
American Indian or Alaska Native	--	--	--	--
Asian	52	49	94.23	73.47
Filipino	15	15	100	60
Hispanic or Latino	73	65	89.04	41.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	140	78.65	50
Two or More Races	44	44	100	55.81
Socioeconomically Disadvantaged	149	133	89.26	42.42
English Learners	43	40	93.02	35
Students with Disabilities	47	38	80.85	13.16

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	404	349	86.39	33.72
Male	195	166	85.13	36.97
Female	209	183	87.56	30.77
Black or African American	26	21	80.77	23.81
American Indian or Alaska Native	--	--	--	--
Asian	52	49	94.23	67.35
Filipino	15	15	100	33.33
Hispanic or Latino	73	65	89.04	15.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	140	78.65	30.71
Two or More Races	44	44	100	43.18
Socioeconomically Disadvantaged	149	133	89.26	18.94
English Learners	43	40	93.02	25
Students with Disabilities	47	38	80.85	18.42

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)	52	50	62	56	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	51.57
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	14.08

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	25	37.5	21.9
7	30.6	13.9	22.2
9	10.4	18.8	25

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are an extremely important part of California Virtual Academy @ San Mateo (CAVA @ San Mateo). Parents will help us to evaluate the school's program each year through meetings and surveys. When surveyed each year, parents of CAVA @ San Mateo 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, as well as 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. Parents remain involved via frequent communication with teaching staff; they also have the ability to provide feedback through the learning management system.

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's Facebook site, as well as to the Families of CAVA @ San Mateo Facebook site. 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 learning coach workshops represented by CAVA Staff. We have a very detailed Parent Student Handbook, Special Education Handbook, and CAVA @ San Mateo New Parent Resource Guide. The Parent Mentor Program provides 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 @ San Mateo planning and organization, in addition to providing their feedback on pulse check surveys and quarterly department surveys. 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 @ San Mateo school board and the School Site Council. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @ San Mateo 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	36.6	31.1	45				11.5	10.7	9.7
Graduation Rate	50.89	53.03	45.83				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	89.87	89.87	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	90.91	90.91	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	88.89	88.89	90.99
Two or More Races	83.33	83.33	90.59
Socioeconomically Disadvantaged	82.14	82.14	85.45
English Learners	0	0	55.44
Students with Disabilities	75	75	63.9
Foster Youth	0	0	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	3.0	2.3	2.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

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

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	76.9

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	8	48	4	3	14	24	4	3	12	35	2	4
Mathematics	9	36	3	1	10	31	4	2	9	10		
Science	8	29	1	2	11	16	3	2	12	14	2	3
Social Science	8	35	5	2	12	25	2	4	15	19	3	5

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	.9	472
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	.6	N/A
Social Worker	.1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	4	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,939	\$1,253	\$7,686	\$54,711
District	N/A	N/A	\$7,398	\$73,536
Percent Difference: School Site and District	N/A	N/A	3.9	-18.4
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	35.4	-27.2

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	\$52,014	\$48,678
Mid-Range Teacher Salary	\$71,464	\$78,254
Highest Teacher Salary	\$95,760	\$96,372
Average Principal Salary (Elementary)	\$126,147	\$122,364
Average Principal Salary (Middle)	\$134,768	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$211,698	\$212,818
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	7%	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		N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	9	3

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

California Virtual Academy @ San Mateo's (CAVA @ San Mateo) professional development activities 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.

CAVA @ San Mateo's administration staff holds meetings in person, as well as virtually, various time of 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, both weekly with local teacher teams and monthly to provide All Staff Professional Development. 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.

Elementary 2015-2016 update:

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

Professional Development topics for each school year are selected based on feedback provided by staff on surveys and from our Student Achievement Plans, which are grade-level curriculum and support maps to help teachers guide their instruction and support students on their individual path to success. Virtual professional developments are held monthly and 2015-16 topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the 15-16 school year. In addition, staff has utilized the book Teach Like A Champion for two years as part of ongoing professional development.

Professional Learning Communities (PLCs) were initiated in January of 2015. These monthly collaborative group meetings allow grade level/content specific teachers to meet together, dive into and dissect the Common Core State Standards, and plan for effective instruction "with the end result in mind." Based on the amount of positive teacher feedback received, PLCs have continued for the 2015-2016 school year.

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

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

Elementary 2016-2017 update:

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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.

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 developments are held monthly and 2016-2017 topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the 16-17 school year. In addition, staff has utilized the book Teach Like A Champion for three years as part of ongoing professional development.

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

Elementary 2017-2018 update:

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.

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 was 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-along 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.

Middle School 2015-2016 update:

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

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

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

Middle School 2016-2017 update:

Professional Development is offered to staff on a continuous basis throughout the school years.

- Campus All Staff Professional Development
 - o Scheduled quarterly during non-instruction days
- Team Staff meetings & Data Conferences
 - o Scheduled for the afternoon of the last Tuesday of each month
- Professional Learning Communities
 - o Scheduled quarterly during non-instruction days
- Teacher Collaboration Meetings
 - o Scheduled in person quarterly during non-instruction days

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 observations that takes place two times each instructional cycle provides teachers with valuable time for reflection, feedback, action steps for furthering their instructional strategies for virtual teaching, and instructional resources. In addition to supporting individual professional development for professional growth to meet student needs, staff are encouraged to pursue professional development based in their specific areas of interest to continue to develop as lifelong learners and to encourage innovation, collaboration, shared leadership, and rigorous professional growth.

Teacher trainings are provided throughout the school year. 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.

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

Principals and Regional Leads in Middle School participate in various book study groups to grow their leadership abilities.

Middle School 2017-2018 update:

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

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

High School 2015-2016 update:

Professional Development needs of high school staff are determined through a survey, which is sent to all staff in the spring of the previous year. While initial topics are chosen based off of this survey, the professional development needs of staff may change during the year, and feedback is solicited regularly to ensure offerings are in line with needs. Staff meet in person each quarter and virtually each month for PD that is rooted in adult learner theory. Sessions may be led by an administrator, a staff member or an outside expert. Topics have included: Supporting Achievement and Engagement in At Risk Students, CAASPP Results, Community Resources, Communicating Expectations and Providing Meaningful Feedback, Using Data to Drive Instruction, and Creativity in the Classroom. There is a proposal process in place so that staff may seek professional development outside of CAVA @ San Mateo, as well.

High School 2016-2017 update:

High School will focus on personalized professional development that allows for individualized goals based on each teacher's identified areas of focus. The plan includes the following components: Each of the four district-wide Curriculum Specialists will present a Professional Development Series that will include quarterly online meetings. Teachers will select a track based on a current area of interest. Teachers meet monthly with their Regional Lead Teacher to discuss short and long term goals, as well as any other individual areas of need. These meetings will last approximately thirty minutes. Teachers will be observed once per month by their Regional Lead Teacher or Curriculum Specialist. These observations will be followed up by feedback and discussion via email. Teachers will participate in quarterly PLC meetings with their teaching teams and Curriculum Specialist. These meetings will focus on DDI, calendaring, sharing of best practices, etc. Regional Lead Teachers will hold TCDs once per semester in person. These meetings will focus on developing and following up on individual goals, regional areas of need, and other best practices. The Principal will organize an in person Professional Development for the campus in August. This PD will focus on goals, best teaching practices, and other identified areas of need. Teachers will attend a yearly professional development series focus on assessment topics such as a CAASPP overview, proctor responsibilities, testing walk through, technology training, and Special Education services.

High School 2017-2018 update:

High school staff participates in professional development both in-person and virtually. Staff participates in an in-person professional development in August before students return as well as at least one additional in-person professional development each semester focused on topics related to identified staff and student needs at that time. In addition, high school staff participates virtually in monthly professional development in their regional teams as well as with their curriculum specialists. To determine professional development needs, a needs assessment is used to identify professional development topics that are offered throughout the year for high school staff. Initial topics are chosen based on the results of a survey sent to staff several times each year, with adjustments to professional development offered as needs arise. Topics covered have included, Instructional Strategies, Communicating Expectations, Supporting

At Risk Students, Student Engagement, Providing Meaningful Feedback, and Supporting Academic Achievement. Teachers are encouraged to lead these professional development opportunities. In addition, all staff members are encouraged to seek outside professional development to meet additional individual needs by submitting a proposal which is reviewed by administration and approved in accordance with LCAP Goals.

Intervention Department:

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