

California Virtual Academy at Maricopa School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | California Virtual Academy at Maricopa |
| Street | 50 Moreland Ave |
| City, State, Zip | Simi Valley, CA 93065 |
| Phone Number | 805-581-0202 |
| Principal | Lara Titizian |
| Email Address | admin@caliva.org |
| Website | www.caliva.org |
| County-District-School (CDS) Code | 15-636280-137687 |

| Entity | Contact Information |
|----------------|--|
| District Name | California Virtual Academy at Maricopa |
| Phone Number | (805) 581-0202 |
| Superintendent | April Warren |
| Email Address | admin@caliva.org |
| Website | www.caliva.org |

School Description and Mission Statement (School Year 2019-20)

California Virtual Academy @ Maricopa 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

The mission of California Virtual Academy at Maricopa is to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

We strive to develop a sense of community where our students, their families and Learning Coaches feel supported in their pursuit of academic success within an alternative model. Our emphasis is on the development of the whole child and we accomplish this through actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, taking the time to get to know each child as an individual and providing a positive environment which prepares our students for success beyond the classroom.

The core philosophy of the California Virtual Academy @ Maricopa 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. The California Virtual Academy @ Maricopa is a school where every student grows and connects.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 37 |
| Grade 1 | 24 |
| Grade 2 | 39 |
| Grade 3 | 22 |
| Grade 4 | 31 |
| Grade 5 | 32 |
| Grade 6 | 47 |
| Grade 7 | 77 |
| Grade 8 | 79 |
| Grade 9 | 49 |
| Grade 10 | 37 |
| Grade 11 | 46 |
| Grade 12 | 29 |
| Total Enrollment | 549 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.5 |
| American Indian or Alaska Native | 2.6 |
| Asian | 2.2 |
| Filipino | 0.9 |
| Hispanic or Latino | 25.5 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 50.6 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 70.3 |
| English Learners | 5.5 |
| Students with Disabilities | 7.3 |
| Homeless | |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| 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 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: August 2019

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Embark Plus (TK), Summit ELA Blue (K), Summit ELA Green (1st), Summit ELA Orange (2nd), Summit ELA Purple (3rd), Summit ELA 4, Summit ELA 5 Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Credit Recovery English 9, Summit English 10 (Summit includes Honors); Credit Recovery English 10, Comprehensive, Honors, AP, American Literature, British/World Literature; Journalism, Creative Writing | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| Mathematics | <p>Embark Plus (TK), Summit Math+Blue (K), Summit Math+Green (1st), Summit Math+Orange (2nd), Summit Math+Purple (3rd), Summit Math 4, Summit Math 5</p> <p>Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th),</p> <p>Pre-Algebra, Summit Algebra 1, Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Algebra 2 (Summit also include Honors), Pre-Cal/Trig, Personal Finance, Consumer Math, AP Stats, AP Calculus</p> | Yes | 0% |
| Science | <p>Embark Plus (TK), Summit Science NG K-5</p> <p>Summit MS Earth Science (6th), Summit MS Life Science (7th), Summit MS Physical Science (8th)</p> <p>Comprehensive, Honors, Earth Science; Comprehensive, Honors, AP, Biology; Comp, Honors, AP Chemistry; Comp & Honors Physics</p> | Yes | 0% |
| History-Social Science | <p>Embark Plus (TK), History K-4, CA State History, American History A (5th), World History A (6th) World History B (7th), MS American History Since 1865 (8th), Core, Comprehensive, AP, and Honors, World and US History; Core, Comp, and AP Government and Core, Comp and AP Economics</p> | Yes | 0% |
| Foreign Language | <p>Spanish Level 1 and 2 (K-5), French Level 1 (K-5) and 2 (3-5), Chinese Level 1 (K-5), German Level 1 (3-5)</p> <p>WLG MS Chinese IA and IIA, WLG MS Spanish IA or IIA, WLG MS French IA or IIA, WLG MS German IA or IIA, and WLG MS Latin IA or IIA(6th - 8th)</p> <p>Spanish 1, 2, 3, & AP (HS), French 1, 2, 3 (HS)</p> | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Health | High School Skills for Health and Health Science | Yes | 0% |
| Visual and Performing Arts | Embark Plus Art (TK), Summit Art K-4, Summit Early American Art (5th), Embark Plus Music (TK), Spotlight on Music (K-5) Summit Intermediate World Art I (6) & II (7) , Summit Intermediate American Art II (8), 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) | n/a | | |

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

Year and month of the most recent FIT report: N/A

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| 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 | | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | |
| Overall Rating | | |

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | 31 | 35 | 36 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | | 10 | 15 | 15 | 38 | 39 |

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 357 | 327 | 91.60 | 8.40 | 30.86 |
| Male | 160 | 146 | 91.25 | 8.75 | 25.69 |
| Female | 197 | 181 | 91.88 | 8.12 | 35.00 |
| Black or African American | 25 | 23 | 92.00 | 8.00 | 27.27 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 46 | 46 | 100.00 | 0.00 | 26.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 221 | 202 | 91.40 | 8.60 | 33.50 |
| Two or More Races | 21 | 17 | 80.95 | 19.05 | 23.53 |
| Socioeconomically Disadvantaged | 255 | 234 | 91.76 | 8.24 | 28.02 |
| English Learners | 43 | 42 | 97.67 | 2.33 | 19.05 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 3.57 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 357 | 326 | 91.32 | 8.68 | 10.46 |
| Male | 160 | 146 | 91.25 | 8.75 | 11.72 |
| Female | 197 | 180 | 91.37 | 8.63 | 9.44 |
| Black or African American | 25 | 23 | 92.00 | 8.00 | 9.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 46 | 46 | 100.00 | 0.00 | 4.35 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 221 | 201 | 90.95 | 9.05 | 12.94 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 21 | 17 | 80.95 | 19.05 | 11.76 |
| Socioeconomically Disadvantaged | 255 | 233 | 91.37 | 8.63 | 9.05 |
| English Learners | 43 | 42 | 97.67 | 2.33 | 2.38 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 0.00 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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 Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

CTE was not offered during the 18-19 school year. The school is implementing a CTE program in 2019.

Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 46 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

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

| UC/CSU Course Measure | Percent |
|--|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 29.43 |

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 40.0 | 25.0 | 15.0 |
| 7 | 18.2 | 30.3 | 16.7 |
| 9 | 17.9 | 33.3 | 7.7 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are an extremely important part of California Virtual Academy @ Maricopa. Parents will help us to evaluate the school’s program each year through meetings and surveys. When surveyed, parents of CAVA @ Maricopa students stated that they are more involved in their child’s education than they were at their previous school. 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.

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 during Parent and Learning Coach on-boarding sessions where they are taught how to be effective instructional coaches under the guidance of highly qualified and certificated teachers. 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 @ Maricopa 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 @ Maricopa 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 @ Maricopa school board and request their feedback and input as stakeholders of our school, via surveys and informational meetings. We offer community-building at the school and state level, as well as the national level with other virtual academies. The CAVA @ Maricopa 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. CAVA staff members communicate frequently with our families via phone, email, newsletters and at outings and school-wide events and our FAST (Family Academic Support Team) program and also helped to increase teacher to student/family relationships.

Our staff is accessible to our families at any time and are provided with phone numbers and email to directly contact their teachers and/or administration, along with being provided our school-wide email information: info@caliva.org and admin@caliva.org email addresses.

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 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | 0.0 | 0.6 | 0.2 | 0.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------------|--------------------------------|------------------------------|--------------------|-------------------------------|--------------------------------|------------------------------|--------------------|-------------------------------|--------------------------------|------------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|-------------------------------|--------------------------------|------------------------------|--------------------|-------------------------------|--------------------------------|------------------------------|--------------------|-------------------------------|--------------------------------|------------------------------|
| | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English | | | | | | | | | 6 | 32 | 1 | |
| Mathematics | | | | | | | | | 7 | 20 | | |
| Science | | | | | | | | | 6 | 19 | | |
| Social Science | | | | | | | | | 4 | 34 | | |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 181 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.33 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.2 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .0 |

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Resource Specialist (non-teaching) | 6.4 |
| Other | 4.8 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,613 | \$1,018 | \$8,595 | \$70,767 |
| District | N/A | N/A | -- | |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -- |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | 34.6 | -7.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$ | \$43,574 |
| Mid-Range Teacher Salary | \$ | \$63,243 |
| Highest Teacher Salary | \$ | \$86,896 |
| Average Principal Salary (Elementary) | \$ | \$103,506 |
| Average Principal Salary (Middle) | \$ | \$108,961 |
| Average Principal Salary (High) | \$ | \$108,954 |
| Superintendent Salary | \$ | \$136,125 |
| Percent of Budget for Teacher Salaries | 21% | 30% |
| Percent of Budget for Administrative Salaries | 1% | 6% |

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

Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | 1 | N/A |
| Social Science | 2 | N/A |
| All courses | 4 | 0.7 |

Note: 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)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 32 | 17 | 17 |