

# California Virtual Academy at Fresno

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	California Virtual Academy at Fresno
<b>Street</b>	50 Moreland Road
<b>City, State, Zip</b>	Simi Valley, CA 93065
<b>Phone Number</b>	805-581-0202
<b>Principal</b>	Karla Foster
<b>E-mail Address</b>	admin@caliva.org
<b>Web Site</b>	<a href="http://cava.k12.com/">http://cava.k12.com/</a>
<b>CDS Code</b>	10-62331-0137661

District Contact Information	
District Name	California Virtual Academy at Fresno
Phone Number	(805) 581-0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	<a href="http://cava.k12.com/">http://cava.k12.com/</a>

### School Description and Mission Statement (School Year 2018-19)

California Virtual Academy @ Fresno believes that, given a comprehensive 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 Fresno will support our students with a culture that provides a positive and encouraging environment allowing each individual student to thrive and achieve their maximum academic success. All educational stakeholders, ensuring accountability for success now and beyond graduation, will continue to communicate and support students and learning coaches in our CAVA program.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	40
Grade 1	36
Grade 2	29
Grade 3	37
Grade 4	29
Grade 5	37
Grade 6	46
Grade 7	53
Grade 8	56
Ungraded Elementary	--
Grade 9	46
Grade 10	49
Grade 11	38
Grade 12	40
Ungraded Secondary	--
<b>Total Enrollment</b>	<b>536</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	3.7
Asian	3.2
Filipino	0.9
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0.4
White	40.9
Two or More Races	0.0
Socioeconomically Disadvantaged	67.9
English Learners	3.0
Students with Disabilities	13.4
Foster Youth	0.0

**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
	2016-17	2017-18	2018-19	2018-19
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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

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), Summit ELA Blue (K), Summit ELA Green (1st), Summit ELA Orange (2nd), Summit ELA Purple (3rd), Summit ELA Red (4th), Summit ELA Yellow (5th)  English/Language Arts 6, English/Language Arts 7, English/Language Arts 8  Summit English 9, Summit English 10 (includes Honors); Core, Comprehensive, Honors, AP, American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
Mathematics	Embark Plus (TK), Summit Math+Blue (K), Summit Math+Green (1st), Summit Math+Orange (2nd), Summit Math+Purple (3rd), Summit Math+Read (4th), Summit Math+Yellow (5th)  Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th),  Pre-Algebra, Summit Algebra 1, Summit Geometry, Summit Algebra 2 (include Honors), 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
<b>Science</b>	Embark Plus (TK), Summit 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%
<b>History-Social Science</b>	Embark Plus (TK), History K-4, CA State History, Summit Early American History (5th), World History A (6th) World History B (7th), 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	Yes	0%
<b>Foreign Language</b>	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, & AP (HS), French 1, 2, 3, & AP (HS)	Yes	0%
<b>Health</b>	High School Skills for Health and Health Science	Yes	0%
<b>Visual and Performing Arts</b>	Embark Plus (TK), Summit Art K-4, Summit Early American Art A (5th), World Art A & B, American Art 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%
<b>Science Laboratory Equipment (grades 9-12)</b>	Comprehensive, Honors Biology Lab; Comprehensive, Honors Chemistry Lab; Comprehensive, Honors Physics Lab	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

CAVA is a non-site based facility.

**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

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

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

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 2017-18)**

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	31.8
2016–17 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	21.4	0
7	14.7	17.6	14.7
9	21.2	21.2	12.1

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are an extremely important part of California Virtual Academy @ Fresno (CAVA @ Fresno). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ Fresno 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) about their likes and dislikes about the school. Parents are encouraged 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 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. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff-presented Learning Coach workshops. We have a very detailed Parent Student Handbook, Special Education handbook and CAVA @ Fresno 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 @ Fresno planning, through School Site Council, 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 @ Fresno 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 in-person and virtual academies.

The CAVA @ Fresno community encourages parents to discover the resources 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate									
Graduation Rate									

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions									
Expulsions									

### School Safety Plan (School Year 2018-19)

The California Virtual Academy takes staff and student health and safety very seriously. Because the school is a virtual school, there is 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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								7.0	27	0	2	
Mathematics								10.0	11	2	1	
Science								7.0	14	2	0	
Social Science								6.0	23	1	0	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	405
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	.9	N/A
Social Worker	.09	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,337	\$1,895	\$7,441	\$58,741
District	N/A	N/A	n/a	n/a
Percent Difference: School Site and District	N/A	N/A	n/a	n/a
State	N/A	N/A	n/a	n/a
Percent Difference: School Site and State	N/A	N/A	27.9	-6.8

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 2017-18)

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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	2	N/A
All courses	3	.6

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 @ Fresno's (CAVA @ Fresno) professional development activities for the 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 @ Fresno's administration holds meetings in-person, as well as virtually, various times of the year to provide staff professional development. Teachers are encouraged 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.

Lead teachers provide expertise in areas of strength through ongoing training and support to staff.

Instructional coaching observations take place during each instructional cycle and provide teachers with valuable time for reflection, feedback, action steps for furthering their instructional strategies for virtual teaching, and instructional resources.

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

Each department within the school provides specific professional development for teachers.

Elementary:

The Elementary 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 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 February to allow grade levels to conference together to improve instruction, test readiness, and academic assessment data and response. Virtual professional developments were held in October and June.

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, lead teachers, 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.

In the 2018-2019 school year, the Elementary team continued to focus on student achievement and utilizing data to drive instruction throughout professional development. A strong focus was placed on Math instruction, to ensure that teachers were utilizing research-based and Common Core aligned instructional strategies in their virtual classrooms. Topics included Number Talks, How to Learn Math for Students, Questioning Techniques for Increased Student Engagement, Using Student Grouping Effectively, and Teaching Math Like a Mystery. Additionally, Instructional Coaches and Principals engaged in a Book Study utilizing Mathematical Mindsets, which was applied with teacher's during 1:1 Instructional Coaching Feedback sessions. Continued focus was also placed on the Structure of Learning Outcomes (SOLO) and utilizing Scaled Learning Outcomes to differentiate instruction for students during targeted instructional sessions in Math and ELA.

Data conferences are held with all levels of elementary school staff. Director with Principals, Principals with lead teachers, and lead teachers with teachers. These conferences are held monthly, as data is relevant for analyzing and discussing student data to drive instruction. These conferences were held in tandem with teacher observations and feedback conferences with Instructional Coaches 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 lead teachers and Instructional Coaches 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:

Middle school staff professional development (PD) is determined by survey feedback received from of all middle school staff. Middle school PD sessions include teacher resources and collaboration time to support teachers in student engagement and overall academic achievement. All staff professional development meetings are followed by Professional Learning Communities (PLC) to ensure teachers have time to collaborate within grade levels, with their colleagues.

2017-18 Professional Development and Professional Learning Community topics included: Reporting Student Performance with a PLC focus on Giving effective feedback Rubrics & Grading, Inclusive Classroom Teaching, with a PLC focus of Prevention vs. Intervention, Polishing and refining student work, with a PLC focus of renewed attention to qualitative aspects of student work.

Further, the Fresno middle school teachers and administrators meet each semester in-person. These in-person meetings are designed for teachers to collaborate on student achievement and instructional planning. Instructional coaching is also an important part of professional development. The middle school team has implemented instructional coaching through informal walk thru or pop-in visits as well as non-evaluative formalize observations where the lead teacher meets with the teacher after the observation to reflect upon the instruction, live data, and desired growth of the teacher. For the 18-19 school year professional development is offered to staff on a continuous basis throughout the school year and includes:

- Middle School Teacher Training: Trainings ensure that 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 lead teacher 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.
- Grade Level Collaboration: Teachers meet monthly with their grade level peers to plan and collaborate
- Campus All Staff Professional Development: Quarterly professional development sessions are led by the 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.
- 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: Lead teachers 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:

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 lead teacher 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 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 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 lead teacher. In 2017-2018, high school teachers read and discussed "Teach Like a Pirate" by Dave Burgess during team collaboration meetings and individual data meetings with their lead teacher. In 2018-2019, the HS book study is "Fires of the Mind" by Kathleen Cushman, which illustrates student voice and how teachers can facilitate student voice in their classrooms; teachers read and discuss during team collaboration meetings and individual data meetings with their lead teacher.

#### Intervention:

California Virtual Academy @ Fresno'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 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 @ Fresno students.

LEAP Intervention Team's professional development is offered to staff on a continuous basis throughout the 2018-19 school year and includes:

·LEAP Teacher Training: Trainings ensure that our staff are knowledgeable LEAP program, processes, and procedures. Timely trainings are provided to staff through our administrative team and K12 Training.

·Team staff meetings: Monthly team meetings to provide resources, support, guidance and collaboration with teachers.

·Data conferences: Held quarterly by the leadership team and teaching staff to look at student goals, achievement and attendance. Leadership classroom observations are also reviewed.

·Peer Instructional Coaching: Teachers are paired up and observe each other to provide formative feedback. Formative feedback is based on specific instructional indicators that will support in driving student academic achievement, for example instruction and planning.

- Topics Covered: SOLO Training, Creating Engaging Lessons
- Instructional Coaching: Lead teachers provide observations and provide formative feedback for teachers. Formative feedback is based on specific instructional indicators that will support in driving student academic achievement.

Principals and lead teachers participate in various book study groups and attend professional developments specifically to grow their leadership abilities.