

# California Virtual Academy at San Diego

## 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 San Diego
<b>Street</b>	50 Moreland Road
<b>City, State, Zip</b>	Simi Valley, CA 93065
<b>Phone Number</b>	805-581-2020
<b>Principal</b>	Rebecca Mortier
<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>	37684036120893

<b>District Contact Information</b>	
<b>District Name</b>	California Virtual Academy at San Diego
<b>Phone Number</b>	805.581.0202
<b>Superintendent</b>	April Warren
<b>E-mail Address</b>	awarren@caliva.org
<b>Web Site</b>	<a href="http://cava.k12.com/">http://cava.k12.com/</a>

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

California Virtual Academy @ San Diego believes that, given a comprehensive and mastery-based curriculum, high expectations, access to technology, strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents or other caring adults, a well-conceived virtual education program will boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

The goals of our educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners
- Empowering the parent as the teacher through a guided program and training
- Offering flexibility and choices to increase student interest in learning
- Using a variety of lessons, activities, and modalities to improve student achievement
- Striving for mastery of all skills by every student
- Developing reflective learners
- Developing technology literate students

#### **Our Mission Statement**

California Virtual Academy @ San Diego recognizes each child as an individual. Our mission is to provide a high quality education through the use of dynamic common core aligned curriculum. Our team of highly qualified educators partner with students, parents, and the community as a whole to foster academic achievement and a love for lifelong learning. CAVA provides a safe learning environment through the combination of live online sessions, small group academic support, and in person interactions with a desire to support students' physical, emotional, social and intellectual needs. Our online teaching platform allows families to choose an educational environment that reflects their values, while providing the structure and support students need to be well rounded individuals to lead the next generation. We are committed to providing a work environment for our educators that supports employee networking and developing a professional learning community on the cutting edge of educational concepts.

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

Grade Level	Number of Students
Kindergarten	134
Grade 1	84
Grade 2	90
Grade 3	93
Grade 4	113
Grade 5	126
Grade 6	169
Grade 7	236
Grade 8	214
Grade 9	191
Grade 10	223
Grade 11	237
Grade 12	197
<b>Total Enrollment</b>	<b>2,107</b>

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

Student Group	Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	1.5
Asian	3.3
Filipino	1.8
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	1.5
White	49.9
Socioeconomically Disadvantaged	53.7
English Learners	3.7
Students with Disabilities	11.3
Foster Youth	0.2

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	100%	100%	100%	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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)	42.0	40.0	42.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	16.0	17.0	16.0	37.0	38.0

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	1215	1075	88.48	40.22
Male	541	471	87.06	32.69
Female	674	604	89.61	46.09
Black or African American	156	142	91.03	25.71
American Indian or Alaska Native	27	26	96.30	23.08
Asian	42	37	88.10	56.76
Filipino	20	18	90.00	77.78
Hispanic or Latino	225	208	92.44	42.51
Native Hawaiian or Pacific Islander	13	12	92.31	41.67
White	620	532	85.81	42.16
Two or More Races	106	97	91.51	36.08
Socioeconomically Disadvantaged	675	590	87.41	36.41
English Learners	90	85	94.44	15.29
Students with Disabilities	147	118	80.27	15.52
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,218	1,076	88.34	16.39
Male	542	471	86.9	18.24
Female	676	605	89.5	14.95
Black or African American	156	142	91.03	7.8
American Indian or Alaska Native	27	26	96.3	3.85
Asian	43	37	86.05	27.03
Filipino	20	18	90	33.33
Hispanic or Latino	226	208	92.04	13.53
Native Hawaiian or Pacific Islander	13	12	92.31	8.33
White	621	533	85.83	18.03
Two or More Races	106	97	91.51	21.65
Socioeconomically Disadvantaged	675	591	87.56	12.27
English Learners	91	85	93.41	5.88
Students with Disabilities	150	118	78.67	6.09
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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	40.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	3.6

### 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	16.5	21.5	20.3
7	24.9	16.9	13.6
9	17.8	13.3	14.8

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)

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California Virtual Academy @ San Diego (CAVA @ San Diego) actively seeks to involve parents in every step of their student's education, both through parent education opportunities and in communication and dialogue. Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ San Diego students state that they are more involved in their child's education than they were at their previous school. Some parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. The mentors support and encourage families in learning to navigate the day-to-day management of home education. Parents are given an opportunity to make their voices heard (both online and offline) and provide their opinions on the direction of the school. Some parents will be asked to give critiques and/or testimonials about the program.

Direct parental involvement is fundamental to the school's success. Parents are involved from the start of the school year by researching our program and choosing to enroll their child in our school. Parents attend a registration conference and agree to the enrollment requirements. By completing these steps, parents show they are committed to being an active member of their student's education team in our program.

Parental involvement is enhanced by the fact that the school will be educating not only students, but also its parents. Parents will be trained on the K12 instructional system, and taught how to be effective instructional coaches under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become expert e-mail and Internet users and will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. Parents will have a rich social networking experience with the school Facebook site and Yahoo Groups. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff presented Learning Coach workshops. Elementary, Middle School, and High School teachers are offering Parent Education sessions. These sessions provide support to our parents on understanding and working with their students in the common core curriculum for mathematics and English language arts. These sessions were determined by the survey results of CAVA @ San Diego parents. High School parents have the opportunity to attend sessions virtually that have a wide variety of topics available, including new parent support. We have a very detailed Parent Student handbook, Special Education handbook and CAVA @ San Diego 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.

At each Community Day program in CAVA @ San Diego, parents are invited to attend in-person parent support sessions. These sessions are practical, hands-on workshops that provide relevant information to parents so they can better understand the curriculum and support their students. Topics include: writing process/expectations, student organization/motivation, understanding common core math, supporting/developing reading fluency/building comprehension, and CAASPP. These sessions encourage collaboration and connection with other parents. Parents are also invited to observe classroom instruction.

Parents are actively encouraged to participate in CAVA @ San Diego planning, through School Site Council, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, charitable and social events, and other outings. We have parent representatives on the CAVA @ San Diego school board and the School Site Council. The Community Day program has active parent-organized leadership teams that supports activities at the sites. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @ San Diego 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	21.6	26.8	22.3			21.9	10.7	9.7	9.1
<b>Graduation Rate</b>	62.8	63.9	66.4			64.8	82.3	83.8	82.7

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
<b>All Students</b>	82.2	90.3	88.7
<b>Black or African American</b>	70.0	81.5	82.2
<b>American Indian or Alaska Native</b>	50.0	66.7	82.8
<b>Asian</b>	66.7	80.0	94.9
<b>Filipino</b>	100.0	100.0	93.5
<b>Hispanic or Latino</b>	78.6	80.6	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	87.3	97.1	92.1
<b>Two or More Races</b>	78.3	88.9	91.2
<b>Socioeconomically Disadvantaged</b>	75.9	85.6	88.6
<b>English Learners</b>	0.0	100.0	56.7
<b>Students with Disabilities</b>	66.7	86.2	67.1
<b>Foster Youth</b>	0.0	0.0	74.1

## 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
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## 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 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	2015-16				2016-17				2017-18			
	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).

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

### 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+
<b>English</b>	24.0	30	7	18	20.0	33	8	13	20.0	33	4	12
<b>Mathematics</b>	22.0	23	3	14	17.0	9		3	22.0	21	3	9
<b>Science</b>	20.0	23	1	10	20.0	20		8	17.0	24	2	7
<b>Social Science</b>	21.0	30	4	16	26.0	20	2	15	21.0	27	3	12

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	2	413
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	3.5	N/A
Social Worker	.35	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	8.9	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	\$9,318	\$1,685	\$7,633	\$60,542
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A	3.7	
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	6.9	-4.3

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		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	11.0	32.0
Percent of Budget for Administrative Salaries	1.0	7.0

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	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	10	2.0

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 Diego's (CAVA @ San Diego) 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 Diego'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 (quarterly 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.

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. Two more in-person professional developments are held throughout the school year. Once in October and once in March. Grade level collaboration is taken up the majority of the agenda for these two meetings. Curriculum Roundtables are held each quarter by the curriculum team on various topics to help teachers with the curriculum. Grade level collaboration is encouraged weekly. Instructional coaches provide individual professional plans to each teacher to help them with their instructional goals.

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. For the 2016-2017 school year, the focus is on Reporting Student Performance with a PLC focus on Giving effective feedback: Rubrics & Grading, Inclusive Classroom Teaching: Continuing the flow of learning (Incorporating new students into class), with a PLC focus of Prevention vs. Intervention: Planning for early identification and developing efforts to address difficulties & providing appropriate support for mid-year enrollment, Polishing and refining student work: Keeping the momentum- attention to performance standard expectations, with a PLC focus of Renewed attention to qualitative aspects of student work. How has the student grown based on rubric?, 16-17 Celebrations and 17-18 Planning, with a PLC focus of Professional reflection & collaboration focused on improving instructional practices.

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 @ San Diego 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 Diego 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.

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 in 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. HS continues to offer virtual All-Staff Professional Developments monthly. Topics include: testing, Interim Assessments, Live Instruction, Engagement, Tech Tips and Tricks, and Instructional Mapping. Curriculum Specialists offer monthly PLC with each content team. Lead teachers offer in person Teacher Collaboration Days 2 times each year and DDI meetings once each month with all teachers. Testing Professional Development is offered by the testing team each spring. Lead teachers and Curriculum Specialists offer Instructional Coaching monthly.

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.