

# California Virtual Academy at Sonoma

## 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 Sonoma
<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>	Daveen Meyers
<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>	49707970107284

<b>District Contact Information</b>	
<b>District Name</b>	California Virtual Academy at Sonoma
<b>Phone Number</b>	805.581.0202
<b>Superintendent</b>	April Warren
<b>E-mail Address</b>	admin@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 @ Sonoma 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

The California Virtual Academy at Sonoma is a community of educators, students, parents and learning coaches working together to create lifelong learners and responsible members of society. Our team works collaboratively to engage every student, every day, to ensure success in standards aligned curriculum.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	29
Grade 1	26
Grade 2	21
Grade 3	21
Grade 4	28
Grade 5	39
Grade 6	39
Grade 7	51
Grade 8	82
Ungraded Elementary	--
Grade 9	55
Grade 10	78
Grade 11	81
Grade 12	78
Ungraded Secondary	--
<b>Total Enrollment</b>	<b>628</b>

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

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	1.6
Asian	2.4
Filipino	3.7
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	1.8
White	51.8
Two or More Races	--
Socioeconomically Disadvantaged	54.9
English Learners	2.1
Students with Disabilities	15.9
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
With Full Credential	100%	100%	100%	--
Without Full Credential	0	0	0	--
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	--

### 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
<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%
<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 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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 independent 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

<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)**

<b>Year and month of the most recent FIT report: N/A</b>	
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	33.0	51.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	18.0	16.0	34.0	36.0	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	343	299	87.17	32.89
Male	155	135	87.10	24.63
Female	188	164	87.23	39.63
Black or African American	41	37	90.24	21.62
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	42.86
Filipino	12	12	100.00	41.67
Hispanic or Latino	60	57	95.00	26.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	142	82.56	34.04
Two or More Races	32	28	87.50	46.43
Socioeconomically Disadvantaged	198	174	87.88	27.17
English Learners	11	10	90.91	20.00
Students with Disabilities	57	50	87.72	14.00
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	343	298	86.88	15.88
Male	155	134	86.45	16.54
Female	188	164	87.23	15.34
Black or African American	41	37	90.24	10.81
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	14.29
Filipino	12	12	100	25
Hispanic or Latino	60	56	93.33	8.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	142	82.56	16.43
Two or More Races	32	28	87.5	28.57
Socioeconomically Disadvantaged	198	173	87.37	11.63
English Learners	11	10	90.91	10
Students with Disabilities	57	49	85.96	6.25
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	46.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	4.2

### 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	17.9	32.1	25.0
7	32.3	19.4	16.1
9	29.0	9.7	16.1

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 @ Sonoma (CAVA @ Sonoma). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ Sonoma 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. 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 @ Sonoma 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.

The Elementary Department provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. CAVA @ Sonoma believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery through the use of technology and the K12, Inc. Curriculum.

### SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and in-person meetings.

### PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.

- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, and when appropriate
- Ensure student attends school daily and encourage student to participate in live sessions. .

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in in-person meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

Middle School teachers are offering our middle school parents Parent Education sessions. These sessions provide support to our parents with understanding and working with their students in the common core curriculum for mathematics and English language arts. These sessions were determined by the survey results of CAVA @ Sonoma parents.

The High School Community Plan details our plans regarding Outings, Learning Coach Orientations, and Learning Coach Workshops:

Outings:

The CAVA @ Sonoma outing policy includes offering one outing per month, per region. A region is defined as an area overseen by a Regional Lead Teacher (approximately by school). Each teacher will attend one outing, and one High School Hangout per semester. If regionally possible, each teacher should attend the same outing as his or her homeroom students.

CAVA @ Sonoma will offer Outings with a purpose. These will include college campus tours, museum visits, PenPal or service member writing gatherings, community service events, etc.

Our regional outing calendars will be in place by August 31. Each calendar will include the location and week of each monthly outing (for example: CSU Stanislaus Campus tour the week of December 1). Details will be finalized at least one month in advance, and all outings will be promoted by local teachers and administrators.

Learning Coach Orientations:

CAVA @ Sonoma will offer Learning Coach Orientations two times per week during our enrollment windows. These Orientations will be a general overview of the program and will be considered the first in our series of Learning Coach Workshops. Orientations will be run by teachers and administrators, and we will explore the possibility of in person Orientations.

Learning Coach Workshops:

Learning Coach Workshops will be offered outside the enrollment window throughout the remainder of the semester. Workshops will be held on topics such as: time management, navigating courses, social opportunities, how to help students catch up, etc. Clean recordings will be created and shared for both Orientations and all Workshops.

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

Parents are actively encouraged to participate in CAVA @ Sonoma 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 @ Sonoma school board and the School Site Council. The Community Day site has an active parent-organized leadership team that supports activities at the site. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @Sonoma 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>	35.6	45.2	41.8	n/a	n/a	44.3	10.7	9.7	9.1
<b>Graduation Rate</b>	49.0	41.7	39.6	n/a	n/a	35.8	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>	59.3	58.8	88.7
<b>Black or African American</b>	0.0	0.0	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	50.0	50.0	94.9
<b>Filipino</b>	33.3	75.0	93.5
<b>Hispanic or Latino</b>	64.7	64.7	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	72.5	72.5	92.1
<b>Two or More Races</b>	28.6	28.6	91.2
<b>Socioeconomically Disadvantaged</b>	45.7	43.6	88.6
<b>English Learners</b>	0.0	0.0	56.7
<b>Students with Disabilities</b>	33.3	33.3	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 at Sonoma 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.

### 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	12.0	24	1	5	11.0	30	4	2	11.0	25	2	3
Mathematics	10.0	22	4	1	8.0	10			13.0	14	4	2
Science	9.0	17	3	1	8.0	21	1	2	8.0	20	1	
Social Science	11.0	21	1	4	12.0	23	1	3	11.0	24	1	3

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	.7	404
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	1	N/A
Social Worker	.1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3.4	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,264	\$1,584	\$7,679	\$58,282
District	N/A	N/A	n/a	n/a
Percent Difference: School Site and District	N/A	N/A	0.5	-34.4
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	7.5	-8.1

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)		n/a
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	22.0	32.0
Percent of Budget for Administrative Salaries	4.0	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	0	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	6	.8

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 @ Sonoma's (CAVA @ Sonoma) professional development activities for the K-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.

2016-17

Elementary School:

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. Additional in-person professional developments are held in October and March to allow grade levels to conference together to improve instruction, test readiness, and academic assessment data and response.

Virtual professional developments are held monthly and 2016-2017 topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the 16-17 school year. In addition, staff has utilized the book Teach Like A Champion for three years as part of ongoing professional development. Data conferences are held with all levels of elementary school staff. Director with Principals, Principals with RLs, and RLs with teachers. These conferences are held bi-weekly, as data is relevant for analyzing and discussion. These are in tandem with teacher observations and feedback in order to develop teaching strategies and student support. Grade levels meet as a team each week to plan for the upcoming instructional periods.

Middle School:

Professional Development is offered to staff on a continuous basis throughout the school years: Campus All Staff Professional Development - Scheduled quarterly during non-instruction days. Team Staff meetings & Data Conferences - Scheduled for the afternoon of the last Tuesday of each month. Professional Learning Communities - Scheduled quarterly during non-instruction days. Teacher Collaboration Meetings - Scheduled in person quarterly during non-instruction days. Data conferences are held with all levels of middle school staff. Director with Middle School Principals, Middle School Principals with RLs, and RLs with teachers. These conferences are held bi-weekly, as data is relevant for analyzation and discussion. Instructional coaching observations that takes place two times each instructional cycle provides teachers with valuable time for reflection, feedback, action steps for furthering their instructional strategies for virtual teaching, and instructional resources. In addition to supporting individual professional development for professional growth to meet student needs, staff are encouraged to pursue professional development based in their specific areas of interest to continue to develop as lifelong learners and to encourage innovation, collaboration, shared leadership, and rigorous professional growth. Teacher Trainings are provided throughout the school year. Trainings ensure that our staff are knowledgeable of the middle school program, processes, and procedures. Timely trainings are provided to staff through our administrative team, teacher mentors, and K12 Training. Individual professional development will include, but is not limited to, book studies, available and applicable training through K12 Training and Insperty, and outside training sources, as needed. Principals and Regional Leads in Middle School participate in various book study groups to grow their leadership abilities.

High School:

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

#### Intervention Department:

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

2017-18

#### Elementary School:

Elementary Department continued to focus on student achievement and utilizing data to drive instruction throughout professional development. A strong focus was placed on verifiable student learning, to ensure that teachers were carefully reviewing assessment data for students, identifying those who demonstrated need for additional instruction, planning and implementing targeted instruction, and then reassessing to ensure student learning had occurred. Additionally, teachers, Regional Leads, and Principals engaged in a year-long book study utilizing "The Growth Mindset Coach" to foster a growth mindset in the classroom. Monthly professional developments were aligned with the book and monthly growth mindset mantra. Data conferences are held with all levels of elementary school staff. Director with Principals, Principals with Leads, and Leads with teachers. These conferences are held bi-weekly, as data is relevant for analyzing and discussing student data to drive instruction. These are in tandem with teacher observations and feedback in order to develop teaching strategies and student support. Grade levels also meet as a team each week to plan for the upcoming instructional periods. Teachers are also assigned individual trainings throughout the year to support their knowledge of K12 Curriculum, instructional practices and knowledge of CAVA policies of procedures. These trainings for both new and returning teachers are outlined on their training tracker. Teachers also work with their Leads to identify specific professional development relevant to their individual needs. Teachers are required to attend one professional development opportunity each semester, focused on improving their instruction.

#### Middle School:

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

Middle School Teacher Trainings ensure that our staff are knowledgeable of the middle school program, processes, and procedures. Timely trainings are provided to staff through our administrative team, teacher mentors, and K12 Training. Teaching teams gather with their Regional Leaders monthly to review student data and discuss program supports & strategies. Teachers gather monthly to participate in grade level collaboration and data driven instructional planning. Quarterly professional development sessions are led by our Middle School Leadership Team. Student data is reviewed with a focus on current pass rates, diagnostic and Interim assessment scores and other relevant data. Data review is followed by a focused discussion on instructional strategies and resources to increase these metrics, as we strive to meet our school goals. Middle School teachers and administrators participated in a book study of "Win Their Hearts...Win Their Minds" at the quarterly PD meetings. The overall message of this book is that once we win the hearts of our students by truly getting to know them, we will win their minds. 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. 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.

Regional Leads provide regular observations and provide formative feedback for teachers. Formative feedback is based on specific instructional indicators that will support in driving student academic achievement, for example instruction and planning.

#### High School:

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 Professional Learning Community meetings with each content team. Regional 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. Regional Leads and Curriculum Specialists offer Instructional Coaching monthly.

2018-2019

Professional Development for the elementary, middle and high school focused on improving skills in targeted instruction in order to increase student engagement in synchronous sessions, ensure ample time for students to practice and master skills supporting content standards and increase methods of checking for understanding in the virtual environment. All teachers also participate in quarterly Instructional Coaching sessions to improve pedagogical skills.

Teachers are also assigned individual trainings throughout the year to support their knowledge of K12 Curriculum, instructional practices and knowledge of CAVA policies of procedures. These trainings for both new and returning teachers are outlined on their training tracker. Teachers also work with their Leads to identify specific professional development relevant to their individual needs. Professional Learning Communities or teaching teams meet with their Regional Leaders or Content Specialists monthly to review student data and discuss program supports & strategies. In particular, 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. Teachers also meet in person 2-3 times a year for professional development and opportunities to further collaborate. Teachers have the opportunity to participate in outside professional development, as they choose. Elementary School teachers are using Mathematical Mindsets with Instructional Coaches. The High School 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 regional lead.