

# California Virtual Academy at Sutter School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	California Virtual Academy at Sutter
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-2020
Principal	Megan Evans
Email Address	admin@caliva.org
Website	<a href="http://cava.k12.com/">http://cava.k12.com/</a>
County-District-School (CDS) Code	51714230111161

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	California Virtual Academy at Sutter
Phone Number	805-581-0202
Superintendent	April Warren
Email Address	admin@caliva.org
Website	<a href="http://cava.k12.com/">http://cava.k12.com/</a>

### School Description and Mission Statement (School Year 2020-2021)

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

California Virtual Academy @ Sutter envisions offering the students of California a charter school that uses innovative technology, a rigorous and award-winning curriculum, individualized learning plans for each student, and accommodations to foster different learning styles; and access to a top-quality education focusing on mastery of the California-adopted Common Core State Standards. California Virtual Academy @ Sutter envisions offering an educational support system that provides students with a learning partnership including the student's family and a California-credentialed teacher, and the ability to learn at their own pace, explore their interests, and achieve their highest academic potential.

California Virtual Academy @ Sutter believes parents are integral in the acquisition of knowledge. By co-investing in our students' learning, the school's support system works to strengthen family values, promote character, and provide skill mastery using technology and the K12 curriculum.

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	54
Grade 1	40
Grade 2	53
Grade 3	46
Grade 4	46
Grade 5	55
Grade 6	79
Grade 7	125
Grade 8	142
Grade 9	103
Grade 10	130
Grade 11	128
Grade 12	105
<b>Total Enrollment</b>	<b>1,106</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	17.3
American Indian or Alaska Native	1.5
Asian	5.1
Filipino	2.1
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	1.9
White	40.9
Two or More Races	6
Socioeconomically Disadvantaged	63.7
English Learners	3.3
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	0.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	100%	100%	100%	NA
Without Full Credential	0	0	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Embark Language Arts (TK), Summit ELA Blue (K), Summit ELA Green (1st), Summit ELA Orange (2nd), Summit ELA 3, Summit ELA 4, Summit ELA 5</p> <p>Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8</p> <p>Summit English 9, Honors, Credit Recovery English 9, Summit English 10, Honors, Credit Recovery English 10, Summit and Honors American Literature, AP Language and Composition, Summit, Honors, British/World Literature, AP English Literature and Composition; Summit Journalism, Summit Creative Writing</p>	Yes	0%
<b>Mathematics</b>	<p>Embark Math (TK), Summit Math+Blue (K), Summit Math+Green (1st), Summit Math+Orange (2nd), Summit 3, Summit Math 4, Summit Math 5</p> <p>Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 (8th),</p> <p>Summit Developmental Algebra, Summit Continuing Algebra 1, Summit Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus</p>	Yes	0%
<b>Science</b>	<p>Embark Science (TK), Summit Science NG K-5</p> <p>Summit MS Earth Science (6th), Summit MS Life Science (7th), Summit MS Physical Science (8th)</p> <p>Summit Earth Science, Summit Honors Earth Science, Summit Biology, Summit Honors Biology, AP Biology; Summit Chemistry, Summit Honors Chemistry, AP Chemistry; Summit Physics, Summit Honors Physics; AP Environmental Science</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Embark Plus Social Studies (TK), Summit History K-4, State History Summit CA, Summit Early American History (5th)</p> <p>MS Summit World History A (6th), MS Summit World History B (7th), MS Summit American History Since 1865 (8th)</p> <p>AP, and Honors, Credit Recovery Summit World History and AP, Honors and Credit Recovery Summit US History; Summit Credit Recovery Government and AP Government and Summit Economics and AP Macroeconomics</p>	Yes	0%
<b>Foreign Language</b>	<p>Spanish Level 1 and 2 (K-5), French Level 1 (K-5) and 2 (3-5), Chinese Level 1 (K-5), German Level 1 (3-5)</p> <p>WLG MS Chinese IA and IIA, WLG MS Spanish IA or IIA, WLG MS French IA or IIA, WLG MS German IA or IIA, and WLG MS Latin IA or IIA(6th - 8th)</p> <p>Spanish 1, 2, 3, &amp; AP Spanish Language and Culture; (HS), French 1, 2, 3</p>	Yes	0%
<b>Health</b>	<p>Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course.</p> <p>High School Summit Skills for Health</p>	Yes	0%
<b>Visual and Performing Arts</b>	<p>Embark Art (TK), Summit Art K-4, Summit Early American Art (5th), Embark Music (TK), Spotlight on Music (K-5)</p> <p>Summit Intermediate World Art I (6) &amp; II (7), Summit Intermediate American Art II (8), Spotlight on Music (6th - 8th)</p> <p>Summit Fine Art, Summit Music Appreciation, Digital Arts I and II, Image Design and Editing, 2D Animation, 3D Modeling, AP Art History</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	n/a		

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

## School Facility Conditions and Planned Improvements

CAVA @ Sutter is a non-site based facility.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	37	N/A	37	N/A	50	N/A
Mathematics (grades 3-8 and 11)	14	N/A	14	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

In the 19-20 school year, the Destinations Career Academy campus was launched with the following CTE programs and certifications offered:

## 1. Business and Finance Program

Business Management Pathway

Finance Pathway

International Business Pathway

## 2. Marketing, Sales, and Services Program

Entrepreneurship/Self-Employment Pathway

Marketing Pathway

Professional Sales Pathway

## 3. Information and Communication Technologies Program

Game Simulation Pathway

Information and Support Services Pathway

Networking Pathway

Systems Programming Pathway

Web and Social Media Programming Pathway

## 4. Certifications:

Microsoft Office Specialist

Certiport – Entrepreneurship and Small Business

Certiport – HTML5, CSS3

Adobe: Dreamweaver, InDesign

ACT National Career Readiness

All courses within each program/pathway are offered by school staff credentialed in the course of study. Students complete a course of study that includes a career exploration course, pathway specific courses and a capstone course to earn CTE pathway completion. Certifications can be earned after completion of preparatory courses within a pathway.

The CTE Advisory Committee members come from a wide range of fields in business and industry, including current program offerings, as well as planned offerings.

- Vince Saavedra- Building and Construction Trades, Manufacturing and Product Design
- Paul Pate- Business and Finance, Information and Communication Technologies
- Aaron Molinar- Business and Finance, Marketing, Sales and Services
- Robert Nicolson- Information and Communication Technologies
- Anne-Lise Slocum- Marketing, Sales, and Services, Hospitality, Tourism, and Recreation, Business and Finance
- Gary Jones- Manufacturing and Product Development, Engineering and Architecture
- Maureen Sinclair- College Dual Enrollment

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	261
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	NA
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	11.11

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Parents are an extremely important part of our school. Parents will help us to evaluate the school’s program each year through meetings and surveys. Each year when surveyed, parents 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.

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's Facebook, Instagram, and Twitter sites. Parents can stay connected and informed with teachers and staff through ParentSquare as well as connect with other parents and learning coaches through the Learning Coach Community App. We have many resources available both online and offline. There are ongoing parent/learning coach training opportunities through K12 Speaker Series, Online School tutorials, new and returning Parent Orientations, and staff-presented Learning Coach Workshops.

Elementary teachers contact all families within 24 hours of a student being assigned and document their contact as a Student Connection Call. An individualized learning plan which includes a classroom guide and course catalog is provided to students within 2 weeks of their start in our school and updated quarterly with student goals and assessment results. Teachers host orientations for their new students within 2 weeks of enrollment to support new families and address upcoming goals/standards for instruction. Parent/Teacher conferences are held twice per school year. Our Compass team also provide orientations to families at the start of the school year to support families with onboarding, as well as provide check-ins throughout the first few weeks of enrollment. Our elementary department sends out pulse checks and surveys to families frequently to identify areas of needed support.

Middle School staff connect with parents in many ways. Each Middle School teacher makes connections with each of their families: within 24 hours of enrollment in our school and every 30 days during enrollment. These calls are logged and monitored as Connection Calls. Parents are provided a Middle School Welcome Packet which includes important program information, links, dates, and other helpful items for parents. Individualized Learning Plans are provided to students within 5 days of each semester, or as needed if updated at the quarter. Student, Parent and Teacher Academic conferences are held 3 times in the school year to discuss goals, assessments scores, and provide support in areas needed. Our Student Academic Support Advisor offers parent and student sessions on a variety of topics from academic to social emotional learning. Middle School Administration provides parent monthly newsletters to keep them abreast of campus activities and important information, as well as opportunities to provide programmatic feedback through quarterly surveys. In addition, student and family pulse checks are sent throughout the school year to identify our department strengths, needs, and individualized requests for support.

At the high school level, parent communications begin in August with Welcome Calls from teachers and guidance counselor outreach to discuss graduation plans. Family-Teacher conferences take place twice a year. At least monthly, each family participates in a connection call with the student's homeroom teacher, with a focus on goals, accomplishments, and student progress in courses. When possible, in-person Family Orientations are held throughout the region the first week of school. In addition, the Compass Orientation team and High School Leads host Virtual Parent Orientations the first few weeks of every semester (both day and evening). Parent Workshops are led by the Compass team once each month, focused on specific topics. All families will be invited and encouraged to attend. The high school regularly sends newsletters with resources and supports, as well as weekly grade and attendance reports to families.

Parents are actively encouraged to participate in school 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 school Stakeholder meeting.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	37.7	29.7	30.6	39.3	48.3	53.1	9.1	9.6	9
Graduation Rate	46.2	59.3	66.3	38.5	43.5	43.8	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.1	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	-	-
Expulsions	0	-	-

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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

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

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

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils in 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									13	31	11	
1									12	30	10	
2									21	11	22	
3									7	67	11	
4									10	40	9	
5									11	27	14	
6									12	38	15	
Other**									2	1		

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	12	27	1	5	11	39	2	4	11	71	2	4
Mathematics	13	18	2	3	13	20	3	3	11	57	2	4
Science	8	25	2		10	21	2	2	13	38	4	5
Social Science	11	24	2	3	9	38	2	1	12	49	1	2

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	790

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,745	\$1,834	\$7,911	\$65,047
District	N/A	N/A	\$8,519	-
Percent Difference - School Site and District	N/A	N/A	-7.4	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	2.1	-9.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

CAVA @ Sutter 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638



Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	17.0	30.0
Percent of Budget for Administrative Salaries	2.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	7	2

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17