

# California Virtual Academy at Fresno

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	California Virtual Academy at Fresno
<b>Street</b>	50 Moreland Road
<b>City, State, Zip</b>	Simi Valley, CA 93065
<b>Phone Number</b>	805-581-0202
<b>Principal</b>	Karla Foster
<b>E-mail Address</b>	admin@caliva.org
<b>Web Site</b>	<a href="http://cava.k12.com/">http://cava.k12.com/</a>
<b>CDS Code</b>	10-62331-0127175

<b>District Contact Information</b>	
<b>District Name</b>	California Virtual Academy at Fresno
<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 2017-18)

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

The goals of our educational program include:

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

#### Our Mission Statement

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

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	35
<b>Grade 1</b>	40
<b>Grade 2</b>	36
<b>Grade 3</b>	35
<b>Grade 4</b>	44
<b>Grade 5</b>	53
<b>Grade 6</b>	42
<b>Grade 7</b>	64
<b>Grade 8</b>	65
<b>Total Enrollment</b>	414

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	2.7
Asian	1.4
Filipino	1.7
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0
White	41.3
Two or More Races	7
Socioeconomically Disadvantaged	66.7
English Learners	3.9
Students with Disabilities	15.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: August 2017

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), Language Arts Blue (K), Green (1st), Orange (2nd), and Purple(3rd), Language Arts/Language Skills 4 & 5 English/Language Arts 6, English/Language Arts 7, English/Language Arts 8Summit English 9, Summit English 10; Core, Comprehensive, Honors, AP, American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
<b>Mathematics</b>	Embark Plus (TK), Math+Blue (K), Math+Green (1st), Math+Orange (2nd), Math+Purple (3rd), Math+Red(4th), Math+Yellow (5th), Math 6 (6th), Math 7 (7th), Math 8 (8th), Math Foundations II (6th and 7th remediation course)  Pre-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Cal/Trig, Personal Finance, Consumer Math, AP Stats, AP Calculus	Yes	0%
<b>Science</b>	Embark Plus (TK), 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, American History A (5th), World History A (6th) World History B (7th), American History (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, 4 & AP (HS), French 1-4 (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
Visual and Performing Arts	Embark Plus (TK), Art K-4, 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%
Science Laboratory Equipment (grades 9-12)	n/a		Non-site based program so no lab equipment.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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	Exemplary	Good	Fair	Poor

## 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	31	30	32	48	48
Mathematics (grades 3-8 and 11)	21	18	17	19	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	252	83.72	30.68
Male	154	125	81.17	25.81
Female	147	127	86.39	35.43
Black or African American	24	19	79.17	26.32
American Indian or Alaska Native	12	12	100	8.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	91	88.35	27.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	101	78.91	31
Two or More Races	15	13	86.67	38.46
Socioeconomically Disadvantaged	191	161	84.29	26.09
English Learners	27	23	85.19	8.7
Students with Disabilities	50	42	84	4.76
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	248	82.94	18.22
Male	154	124	80.52	18.7
Female	145	124	85.52	17.74
Black or African American	24	19	79.17	10.53
American Indian or Alaska Native	12	12	100	8.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	89	88.12	10.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	99	77.34	21.43
Two or More Races	15	13	86.67	30.77
Socioeconomically Disadvantaged	190	158	83.16	15.92
English Learners	25	21	84	4.76
Students with Disabilities	50	41	82	7.32

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	37	11	36	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4	30.4	13
7	26.8	22	7.3

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are an extremely important part of California Virtual Academy @ Fresno (CAVA @ Fresno). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ Fresno students state that they are more involved in their child's education than they were at their previous school. Some parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. The mentors support and encourage families in learning to navigate the day-to-day management of home education. Parents are given an opportunity to make their voices heard (both online and offline) about their likes and dislikes about the school. 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. We have a very detailed Parent Student Handbook, Special Education handbook and CAVA @ Fresno New Parent Resource Guide. We have a Parent Mentor program to provide the ultimate one on one experience for Learning Coaches who would like a mentor to support them in their journey.

Middle School teachers are offering our middle school parents Parent Education sessions. These sessions provide support to our parents in understanding and working with their students in the common core curriculum for mathematics and English language arts (writing strategies, reading comprehension, and grammar).

Parents are actively encouraged to participate in CAVA @ Fresno 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 @ Fresno school board and the School Site Council. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @ Fresno 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: 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.0	0.0	0.0	1.6	2.1	1.3	3.8	3.7	3.6
<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 2017-18)

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

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

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

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

### 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.

#### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	50

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

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

Grade Level	2014-15			2015-16			2016-17					
	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).

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
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	N/A
Social Worker	.1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	0	N/A
Other	2.5	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,981	\$1,720	\$7,261	\$56,815
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	27.9	-6.8

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

### Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

### Professional Development (Most Recent Three Years)

California Virtual Academy @ Fresno's (CAVA @ Fresno) professional development activities for the staff are designed to be pertinent to staff professional needs and to enhance student instruction and learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop instructional techniques, strategies, organization, and classroom management skills.

California Virtual Academy @ Fresno's administration staff holds meetings in-person, as well as virtually, various times of the year to provide staff professional development. Teachers are encouraged to research and attend workshops they feel will be beneficial to the enhancement of their profession. Administration provides surveys to both staff members and parents to determine areas of need in Professional Development for teachers on a regular basis.

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

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. Virtual professional developments are held quarterly and 15-16 school year 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 school year. In addition, staff has utilized the book Teach Like A Champion for two years as part of ongoing professional development.

Professional Learning Communities (PLCs) were initiated in January of 2015. These monthly collaborative group meetings allow grade level/content specific teachers to meet together, dive into and dissect the Common Core State Standards, and plan for effective instruction "with the end result in mind." Based on the amount of positive teacher feedback received, PLCs have continued. PD topics for the 16-17 school year include: Google Classroom, Mark 12, Standards mastery assessments, Individualized Learning Plans, Lesson planning, and keeping students engaged in online learning.

Locally-based, in-person Teacher Collaboration Days are held each quarter. These meetings provide an opportunity for teachers to meet with regional teaching teams, discuss student engagement and achievement, plan for upcoming events, and share best teaching practices with a hands-on approach.

Elementary staff are encouraged and supported with attending professional development opportunities outside of CAVA @ Fresno. Staff that attend an outside conference present an overview of what was learned and/or provide training to colleagues.

In the 2017-2018 school year, the Elementary Department continued to focus on student achievement and utilizing data to drive instruction throughout professional development. A strong focus is 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.

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

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

Further, the Fresno Middle School teachers and administrators meet each semester in person. These in-person meetings are designed for teachers to collaborate on student achievement and instructional planning. Instructional coaching is also an important part of professional development. The Middle School team has implemented instructional coaching through informal walk thru or pop-in visits as well as non-evaluative formalize observations where the regional lead meets with the teacher after the observation to reflect upon the instruction, live data, and desired growth of the teacher.

High School Professional Development was developed in response to feedback obtained from staff through surveys and conversations. All high school teachers participate in quarterly Professional Learning Communities (PLCs). These cooperative groups are led by Curriculum Specialists. This affords the teachers an opportunity to brainstorm new ideas, work with current data, share best practices, and learn from one another. In-person Teacher Collaboration Days, led by the RLT of each region, take place in the Fall and Spring semesters. These Professional Development opportunities will provide guidance on developing and monitoring personal SMART goals, sharing of best practices, learning about new trends and resources available to teachers, analyzing performance and perception data gathered from the campus students and families, and collaborative work time. Every high school teacher meets monthly with the Regional Lead Teacher to work on personal Professional Development passions and goals. These 30-minute meetings are teacher-directed and topics vary from month to month and teacher to teacher. Teachers are informally observed by their assigned Regional Lead Teacher or Curriculum Specialist monthly. There is feedback and coaching provided after each observation. High school teachers attend yearly professional development on testing to include, but not limited to, Instructional Strategies, Communicating Expectations, Supporting At Risk Students, Student Engagement, Providing Meaningful Feedback, and Supporting Academic Achievement, CAASPP overview, Proctor Responsibilities, Testing walk through, Technology Training, and Special Education. High school teachers participate in a yearly book study; for 2017-2018, high school teachers are reading and discussing "Teach Like a Pirate" by Dave Burgess during team collaboration meetings and individual data meetings with their regional lead.

CAVA @ Fresno's Intervention Specialists work closely with those students who are struggling with math and language arts. Professional development for this team has focused on instructional strategies for improving the quality of instruction, closely monitoring progress, and adapting lessons to meet the needs of individual learners. The 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 @ Fresno students.

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

Teacher trainings are provided throughout the school year. Trainings ensure that our staff are knowledgeable of the 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 Insperity, and outside training sources, as needed.

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