

California Virtual Academy @ San Mateo

**Charter Renewal
2016-2021**

Presented To:

Jefferson Elementary School District

**Bernardo Vidales
Superintendent**

January 11, 2016

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FOUNDING GROUP

California Virtual Academy @ San Mateo (CAVA @ San Mateo) has served students in the San Mateo and surrounding counties for over a decade. CAVA @ San Mateo currently serves approximately 800 students in grades K-12. The school has a Board of Directors that is comprised of community members, educators, parents and a district representative. The board has contracted with K12 Inc., an education company to provide both the K12® curriculum for grades K-12 and school support services.

Enrollment has continued to increase each year as a result of community and Jefferson Elementary School District support. Enrollment for the last few years and estimated current year is as follows:

| | |
|------------|-----|
| 2015- 2016 | 855 |
| 2014-2015 | 782 |
| 2013-2014 | 768 |

The governing board, faculty and families desire to continue the school by renewing the charter for an additional five year period ending June 30, 2021.

Administrative Staff

Senior Head of School

Katrina Abston is the Head of School for the California Virtual Academy @ San Mateo. Gaining experience in both the traditional brick-and-mortar and independent study settings, Katrina brings a broad scope of educational knowledge to her position. Serving on state committees, reviewing curriculum, teaching parenting classes, and designing home interventions for special education students are a few of the leadership roles she has performed during her years of charter school service. Katrina's administrative experience includes working as a categorical projects manager, case manager, special education director, district-wide teacher coach, and various other school management positions. She holds a Multiple Subject Credential, a Mild to Moderate Education Specialist Credential, and a master's in special education. She has chosen both traditional brick and mortar and charter school placements as educational options for her children.

Academic Administrator

April Warren is the Academic Administrator. Her experience in brick-and-mortar schools and alternative educational models has provided her with a wide range of skills necessary in her position. She has worked closely with teachers and families to ensure academic success of students in the areas of attendance and achievement. Previously, she created teacher training modules and designed parent education tracks. She received her bachelor's degree in child development and her Multiple Subject Teaching Credential from California State University, San Bernardino.

Dean of Student Services

Laura Terrazas will serve as the Dean of Student Services. She graduated from CSU, Fresno, with a bachelor's degree in English and nutrition, and received her multi-subject teaching credential from National University. Laura has a single-subject credential in English and a Mild to Moderate Special Education Credential. She previously held the position of a general education teacher, where she gained expertise in the K¹² curriculum. Laura also served as special education teacher and the special education coordinator with a large network of charter schools. In these positions, she worked closely with families, supporting them with their learning. She also worked closely with the Special Education Local Plan Area (SELPA), developing SELPA petitions and policies, and ensuring that all students receive services. Laura has experience in brick-and-mortar settings in the independent study/charter school field, and she works hard to ensure that all her students get the opportunity to be successful.

Director of High School

Cathy Andrew is the Director of High School for CAVA @ San Mateo. Cathy received her Bachelor's Degree in History from the College of Charleston and her Master's Degree in Education Policy from the University of Illinois at Urbana-Champaign. As part of her graduate program, she spent time in South Africa and India studying the effects of globalization on education. Witnessing first-hand the barriers to and effects of lack of access to high-quality education led her to begin a career in online education. Cathy holds an Administrative Credential in addition to her Clear Single-Subject Credential and CLAD Credential, and has taught at the middle and high school level. In her time with California Virtual Academies, she has served as teacher, teacher trainer, lead teacher, coordinator of learning evaluation and student achievement, and director of high school.

Director of Special Education, Elementary and Middle School

Kacey Lowrey obtained her bachelor's degree from California State University, Chico. Majoring in liberal studies, Kacey completed an accelerated program that allowed her to obtain a multiple subject teaching credential along with her BA. Upon graduating, she accepted a job as a resource specialist and decided to jump into the world of special education. It was working in the classroom with students of mild/moderate disabilities where she understood the impact she could make. Upon careful consideration, Kacey joined a program to earn her Masters of Arts, emphasis in special education and an education specialist credential. She currently supports the K–8 programs for CAVA @ San Mateo. Learning and developing a special education program is her passion.

Director of Special Education, High School

Kimberly Odom began her journey as a special education teacher after her nephew was diagnosed with autism. She became an autism specialist while living in Scottsdale, AZ, and continued with this position after returning to California in 2006. Kimberly successfully piloted a program at a local middle school from 2006-2010 and piloted an adult transition program at her local community college from 2010–2012. She has a deep love and passion for special needs students and will always put student needs as a priority when working at our school. Kimberly supports the High School programs for CAVA @ San Mateo.

Master Teacher of Community Day

Leah Fellows received her associate's degree in child growth and development and taught pre-kindergarten while working toward her bachelor's degree. She received her bachelor's degree, and Multiple Subject Teaching Credentials, from California State University San Bernardino. Leah taught first and second grade for six years where she worked with English learners. Leah has been a CAVA teacher since 2002 and is excited to work with the Community Day program as the Master Teacher of Community Day. Leah is committed to ensuring our students are successful, our parents are supported, and our families are making meaningful connections. She is working toward a master's degree in education at Chapman University, and lives in Southern California with her husband and their two daughters.

Lead Guidance Counselor

Anne Kahn received her Bachelor's Degree in Spanish with a minor in Psychology from California State University, Fresno. She also has a Master's Degree in Education and Counseling along with her Pupil Personnel Service credential. Ms. Kahn has been a high school guidance counselor for 9 years in California and is beginning her 4th year working for CAVA. She has spent her time as a counselor looking for new and improved ways of encouraging students to be successful and identifying students that might need additional support. She enjoys working for CAVA as it gives her a different vision of how education can work for our students.

Regional Finance Director

Marguerite Violassi, CPA, is the Finance Director for the California Virtual Academy @ San Mateo. The Finance Director provides management, control and administration of all fiscal operations of the school, budget development and long term financial planning. Ms. Violassi has over 20 years of finance management experience. After completing her bachelor's degree at CSUN, Ms. Violassi became a CPA in 1994 while working for Kenneth Leventhal & Company, the 9th largest CPA firm in the United States. She worked at Amgen Inc. for a decade in corporate financial management and reporting roles of increasing responsibility. She has owned her own company in the hospitality industry and holds a broad range of business operations expertise. Ms. Violassi specializes in financial planning and analysis, accounting, financial and operations administration, strategic planning, forecasting and budgeting.

Operations Manager

Jack Pierce has been with our program since January 2004. His previous educational experience includes, Teacher, High School Administrator, Program Coordinator and Director of Career Development for the second largest district in the United States. His expertise in program analysis and logistical implementation and has been essential to the organization and management of our school as we have continued to grow year over year. Jack received all of his educational training from California State Polytechnic University, San Luis Obispo where he earned both his Bachelor's and Master's Degrees.

Technology Manager, Western Region

John Max has been working in the field of education since 1993, specializing in working with students in an alternative, educational environment. John has worked with students of all ages, from kindergarten through twelfth grade, during his teaching career. He attended the University of San Diego for his bachelor's degree and teaching certification, and received his master's degree in educational technology and his CLAD certification from National University.

Teaching Staff

The California Virtual Academy @ San Mateo employees both full time and part time teachers from San Mateo and its surrounding counties.

Each of the teachers employed by the California Virtual Academy @ San Mateo does, at minimum:

- Hold a Bachelor's degree
- Hold a valid California Teaching Credential authorizing service in the grade levels or subject area assigned
- Meet the definition of "highly qualified" according to No Child Left Behind
- Demonstrate proficiency in technology and technology support
- Demonstrate a shared view of the school's vision
- Have a cleared background review through the Department of Justice process

EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

California Virtual Academies, a highly effective network of public charter schools, is striving to provide an individualized standards-based education for students in the state of California through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models and parental involvement resulting in skill mastery.

Educational Philosophy

An educated person in the 21st century is one who not only has a solid understanding of and facility with fundamental concepts from the core academic subjects but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology.

We, the California Virtual Academy @ San Mateo, believe that given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), 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

High School Program

The California Virtual Academy @ San Mateo currently is offering 9th through 12th grade.

The California Virtual Academy @ San Mateo informs parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a variety of communication channels including but not limited to:

- Virtual and in-person parent information sessions held throughout San Mateo and its contiguous counties throughout the school year
- Electronic and paper based school brochures and literature provided to families interested in the school's grades 9 -12 program offerings
- School website
- Parent-Student Handbook distributed to all parents via web-based parent portal as well as posted to our website

The California Virtual Academy @ San Mateo was reviewed by the Western Association of Schools and Colleges in February 2015 and was granted a 6 year accreditation for grades K - 12. Courses offered by the charter school are accredited by the Western Association of Schools and Colleges and are considered transferable. In addition, the California Virtual Academy @ San Mateo continues to submit courses for "A" to "G" approval. This is to ensure compliance with the admissions criteria established by the University of California system.

High School Curriculum Overview

The California Virtual Academy @ San Mateo is offering the following courses to its grade 9 – 12th grade students:

Achieving Your Career and College Goals

Algebra I

Algebra II

American History
American Literature
Anthropology
AP(R) Biology
AP(R) Calculus AB
AP(R) Chemistry
AP(R) English Language and Composition
AP(R) English Literature and Composition
AP(R) Environmental Science
AP(R) French Language and Culture
AP(R) Macroeconomics
AP(R) Psychology
AP(R) Spanish Language and Culture
AP(R) Statistics
AP(R) US Government and Politics
AP(R) US History
AP(R) World History
Audio Engineering
Biology
British and World Literature
C++ Programming
Chemistry
Computer Literacy
Computer Science
Consumer Math
Creative Writing
Digital Arts I
Digital Arts II
Earth Science
English I
English II
English III
English IV
Environmental Science
Fine Art
Forensic Science
French I
French II
French III
Geography
Geometry
Health Sciences I
Honors Algebra I
Honors Algebra II
Honors American Literature
Honors Biology
Honors British and World Literature
Honors Chemistry

Honors Earth Science
Honors Geometry
Honors Literary Analysis and
Composition I
Honors Literary Analysis and
Composition II
Honors Modern US History
Honors Physics
Honors World History
Image Design and Editing
Introduction to Entrepreneurship I
Introduction to Entrepreneurship II
Introduction to Marketing I
Introduction to Marketing II
Journalism
Literary Analysis and Composition I
Literary Analysis and Composition II
Modern US History
Music Appreciation
Personal Finance
Physical Education
Physical Science
Physics
Pre-Algebra
Pre-Calculus/Trigonometry
Psychology
Reaching Your Academic Potential
Skills for Health
Sociology
Spanish I
Spanish II
Spanish III
US and Global Economics
US Government and Politics
Web Design
World History

The high school curriculum is delivered through a combination of synchronous and asynchronous instruction. Subject specific teachers develop relationships with students through regular telephonic, electronic classroom, and email contact.

Teacher Qualifications

All teachers hired for the high school program meet the state of California credentialing requirements for high school instruction.

High school Exit Exam

Prior to the suspension of the CAHSEE, all students who entered the California Virtual Academy @ San Mateo high school program took high school exit exam per the guidelines issued by the state of

California. Preparation classes and supplemental help were provided for students who had failed to pass the exam on a previous occasion. This practice will continue should the exam become mandatory again.

State Standardized Testing

Students in the California Virtual Academy @ San Mateo high school program participate in all required state standardized testing.

Graduation Requirements

220 Units of credit is required for graduation from CAVA. Students are required to complete Algebra during their senior high school years in addition to completing the required A-G class selections for entry into the California State or University system. Students with an IEP may, at the designation of the IEP team, pursue a Certificate of Completion in lieu of a high school diploma.

Students to Be Served

The school will continue to serve students in grades K-12 during the 2016 to 2021 school years. The California Virtual Academy @ San Mateo will continue to grow and expand its service to reach more students in future years. The grade levels served by the California Virtual Academy @ San Mateo include the Jefferson Elementary District's grade levels. During the 2015-16 school year, the school anticipates that it will serve over eight hundred (800) students throughout San Mateo and its contiguous counties.

The school targets students who can benefit most from a self-paced, individualized instruction that is delivered in the home via technology. Examples include: children who are identified as gifted, require special assistance and/or live in an area that does not offer immediate access to a safe and high quality education.

Students must have access to a responsible adult who is available on a daily basis to assist with the student's instruction for learning will take place in the home or a small group setting.

Curriculum and Instructional Design

Learning Environment Overview

The California Virtual Academy @ San Mateo is a non-site based independent study program. Parents (or responsible adults) guide students through their daily K12® coursework in the privacy of their own home or small group setting. Students and their parents (or responsible adults) access school lessons and lesson assessments, enter attendance, and track academic progress through the K12® Online School. Teachers holding a California teaching credential oversee the learning of each child in their class by reviewing each student's work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent (or other responsible adult) on a regular basis at teacher conferences. Teachers also grade student work, deliver report cards and are available daily via phone or e-mail when students (or adults) have questions. The content of K12 lessons is reinforced through monthly outings and activities organized by teachers. Teachers in most cases work from their homes. The school administration works both from home offices as well as a central administrative office located in Simi Valley, California with local administrators responsible for program supervision in various areas of California.

Independent Study Laws & Regulations

The Charter School complies with the Charter Schools Act along with Education 51745 et. seq. and its implementing regulations regarding independent study instruction in addition to meeting the requirements for charter renewal.

The Curriculum

The California Virtual Academy @ San Mateo uses the K12® curriculum. It is mastery based, covers six core subjects (Language Arts, Math, History, Science, Art, and Music) and meets the California State Standards in all subject areas. Each course includes online lessons and teacher guides that can be downloaded, as well as traditional material such as books, CDs, and manipulatives.

The K12® curriculum is mastery based. Students complete a short assessment at the end of each lesson. In order for students to demonstrate mastery, they must score 80% or higher on the lesson assessment. If a lesson is not mastered, students will have the opportunity to retake the lesson until mastery is obtained. If a lesson is not mastered, the following instructional support is provided to ensure the student's ability to master the lesson's objectives:

- K12 curriculum lesson modification. Each lesson contains additional web resources and supplemental materials to assist the parent with his/her instruction.
- Direct teacher instruction. Teachers offer both general instruction and targeted remediation or enrichment each week via web-based classrooms. Teachers also meet with their students in person to provide additional instruction as needed.

Although the California Virtual Academy @ San Mateo is a virtual school, we remain committed to the philosophy that students learn best when a variety of teaching methods are employed. Thus, student lessons require both online and offline work. Elementary students spend approximately 15-25% of their day on-line while middle school students spend approximately 20-30% of their day on-line. The rest of the time is spent offline.

Teaching Methodology

The California Virtual Academy @ San Mateo employs a team teaching approach including parents/responsible adults and certificated teachers involved in the instructional process. The result is a teacher-student ratio of 2:1. Responsible adults will play the role of academic coaches who guide students through the instructional program on a daily basis, conduct the lessons and help ensure that students are learning. Certificated teachers are charged with assigning lessons, providing direct instruction, managing the student portfolio, designing monthly outings, evaluating student work, answering technical and curriculum questions as they arise and tracking and recording student progress/attendance.

The K12 approach to education assumes that students learn best when information is presented through a variety of modalities. Thus, each lesson contains content that is presented through the following modalities: visual, auditory and kinesthetic. In addition, teachers are available to assist parents and students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. The presence of online lesson and unit assessments ensures that teachers are able to quickly identify and assist students who are having academic difficulties.

Curriculum Materials

Each student enrolled in the California Virtual Academy @ San Mateo receives a complete set of K12® curriculum online and offline materials for six subjects: Math, Language Arts, History, Science,

Art and Music. Curriculum materials include both a year's worth of online lessons via the K12 online school as well as offline materials. Examples of offline materials include: textbooks, workbooks, a phonics tile program, math manipulatives, science lab materials and musical instruments.

Technology Materials

Due to the virtual nature of the school, technology plays a critical role in our school community. Each family enrolled in the California Virtual Academy @ San Mateo receives a desktop computer, software, monitor, and printer. It is understood that the computer system is the property of the school and thus is returned when the student leaves the school. In addition, each family is reimbursed for the cost of Internet access on a semi-annual basis. For families that face residential or other constraints, the Regional Technology Manager accepts and reviews requests for increased funding on a case-by-case basis. In addition, for families with more than one student, additional desktop computers are supplied on a case-by-case basis.

Technology Service

California Virtual Academy @ San Mateo provides two levels of technology support for all students enrolled in the school:

- Level 1: K12 Technology Support Desk will provide technical support for K12 curriculum materials, technology and the Online School and more advanced technical support for desktop, ISP and software issues.
- Level 2: On Site Administrators and Western Region Technology Manager provides additional hands-on assistance and home visits to families as is necessary to support and supplement the technology support offered in level 1.

Student Work Records

The CAVA student work record program incorporates the collection and evaluation of student work samples to complete the On Line School lessons and provides an additional assessment tool for the assigned teacher. During the Face-to-Face meetings with the student, parent and teacher will focus on the student work record for that academic period. Students bring a work sample from each of the six subject areas to each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Student Work Records will also serve to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios are kept in the student's permanent file.

CAASPP California Assessment of Student Performance and Progress

The results of each student's achievement on state standardized tests are shared with both parents and teachers. Parent and teachers discuss results to identify areas of weakness or strength and use this information to assign lessons and select curriculum level.

Teacher Involvement

In addition to providing direct instruction teachers also provide parents and students with guidance as to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers provide information on additional resources that are available to the parents such as special learning projects or useful websites. Teachers are available for one-on-one support or tutoring.

Parent Education

The California Virtual Academy @ San Mateo provides a schedule of parent education sessions to all members of the school community. Each parent education session contains information and research designed to meet the needs of individual students. Parent education sessions are led by both teachers and administrators throughout the counties served by this school. Parent education sessions take place at both a physical location as well as via web-based opportunities. Examples include workshops on writing skills, Algebra I and middle school student behavior. Teachers are available to provide training to the individual parent as needed.

Curriculum Accommodations and Support

The K12 curriculum is designed to meet the individual needs of each student. Thus, teachers can use the K12 curriculum to identify the lessons that will best meet their students' academic needs. Students can receive support through targeted interventions using a variety of the K12 curriculum levels. In addition, teachers have access to additional curriculum products such as *iReady* that provide additional online lessons and content designed to supplement the instruction provided in the K12 curriculum.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Annual Goals and Annual Actions for State Priorities

| Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for | Year 1 Objectives: 2015-2016 | Actions and Services | Related State and Local Priorities |
|--|---|---|---|---|
| Increase the % of pupils attaining grade level proficiency in math and English Language Arts (ELA) | All Students | Increase of 2% of students will be on or above grade-level in math and ELA as measured by end of year assessments. Increase the percent of English Language Learners (EL) who are reclassified each year by an additional 3% | Professional Development Use assessments & benchmarks to monitor progress Create Individualized Learning Plans for each student Provide ELD instruction Increase instructional time with teacher Provide small group intervention Provide supplemental educational services | 1, 2, 4, 5, 8 |

| | | | | |
|--|---------------------|---|---|------------------|
| Increase students' writing proficiency | All Students | Increase of 2% of students will write on grade-level as measured by writing rubric | Professional Development Use standardized rubric to evaluate student writing Create Individualized Learning Plans for each student Increase instructional time with teacher Provide small group intervention Provide one on one evaluation/collaboration teacher/student | 1, 2, 4, 5, |
| Increase attendance rates of live instructional sessions | All Students | Increase of 2% in required instructional sessions as measured by teacher records and attendance reports | Professional Development Offer sessions that are CCSS aligned Design efficient attendance tracking system Assign sessions based on ILP Facilitate peer learning and observation sessions Engage students through various modalities including SEL curriculum | 2, 3, 4, 5, 7, 8 |
| Increase course completion rates in K-8 program | K-8 students | Increase of 3% from previous year | Professional Development Create ILPs for all students | 2, 3, 4, 5, 7, 8 |
| Increase HS course pass rates | 9-12 grade students | Increase of 2% of previous year | Provide academic support for students not on track (FAST) Guidance counselors will provide support Ensure students have access to supplies and internet via subsidy | 1, 2, 4, 5, 7, 8 |

| | | | | |
|------------------------------|---------------------|---|--|-----------------|
| Decrease the HS dropout rate | 9-12 grade students | Decrease the dropout rate by a minimum of 2% from previous year | <p>Create ILPs for all students</p> <p>Build regional teams to encourage connections between student and school and relationship building</p> <p>Guidance counselors will promote and support career and college readiness</p> <p>Implement FAST program to support students' academic and social-emotional well being</p> <p>Develop specific action plans and targeted intervention to support struggling students</p> | 1,2,3,4,5,6,7,8 |
|------------------------------|---------------------|---|--|-----------------|

Measurable Student Outcomes

The California Virtual Academy @ San Mateo Board of Directors, administration, and teaching staff share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child, and feel that the tools for success lie in a strong foundation in academic content. Therefore, we have both academic goals and non-academic goals, as outlined below. Note that these draft goals and objectives are subject to approval by the California Virtual Academy @ San Mateo Board of Directors.

Academic Goals:

(1) Students demonstrate mastery of a curriculum that meets or exceeds the California Academic Content standards:

- In all grades, students master a curriculum aligned to the Common Core State Standards, attaining the knowledge and skills that California has identified as important in each subject area.
- Students demonstrate their mastery through participation in the CAASPP program. On average, students meet or exceed the national average on the CAT/6 and will perform at or above the proficient level on the California Standards Tests¹.

(2) Students will demonstrate strong proficiency in language arts:

- Students will demonstrate decoding skills when reading, as well as an understanding of the relationship between phonemes and letter groups.

- Students will demonstrate an understanding of the elements of a narrative and be able to write a simple story at the elementary level and a complex story in grades 5-9.
- Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.
- Students will develop and use an advanced vocabulary in verbal and written communications.
- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, and news articles).
- Students will gain exposure to as well as an appreciation for great works of literature.
- Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, narrative, summary, response to literature and research writing—by the end of ninth grade.

(3) Students will demonstrate strong proficiency in mathematics:

- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
- Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
- Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
- Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
- Students will apply mathematical skills to solve real-world problems.
- Students will demonstrate their proficiency in mathematics through participation in the CAASPP program. On average, students will continue to demonstrate a minimum of one year's growth per year.

(4) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:

- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
- Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.

(5) Students will develop critical reasoning and higher-order thinking skills:

- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions by the fifth grade.
- Students will demonstrate the ability to recognize alternative positions and evaluate their validity by the seventh grade.
- Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

(6) Students will acquire skills in both art and music as part of their aesthetic development:

- Students will understand and implement artistic and musical techniques.
- Students will know and be able to speak intelligently about great works of art and music.
- Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another.

Non-Academic Goals

Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.

(1) Students will be responsible for the improvement of their school and local community:

- Students will participate in school activities and events (whether electronically or physically).
- Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.
- Students will be encouraged to volunteer in their communities on various school-related or civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(2) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(3) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

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(4) Students will rise to meet high expectations of behavior and performance:

- Students will be expected to give their best effort in their schoolwork and their active participation in school events.
- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
- Students will learn to interact maturely with peers and adults.
- Students will conduct themselves with integrity at all times.

(5) Students will learn habits of healthy living:

- Students will attend to their social, emotional, and physical well-being.
- Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, and social, athletic, artistic).
- Students will engage in social activities and school events to enrich their academic work with real-world experiences.

Academic Performance Index and Adequate Yearly Progress

Prior to 2014, California Virtual Academy @ San Mateo participated in the STAR testing program.

The last three years of this testing data (2011-2013), the school earned following API and Similar School Rankings:

| | 2010-2011 | 2011-2012 | 2012-2013 |
|------------------------|-----------|-----------|-----------|
| API | 756 | 747 | 739 |
| Similar School Ranking | 8 | 4 | 8 |

New APR reports have recently been released as a result of participating in the Smarter Balanced Assessments. While the state is still working to determine weighting and various other variables of this new tool, preliminary results have been released. California Virtual Academy @ San Mateo exceeded the CA average proficiency in ELA as a whole and in 4th and 8th grade math.

AYP: The school did not meet all AYP criteria.

- The schoolwide participation rate was 91%, 95% was the target
- The schoolwide attendance enrollment rate was 98%, 90% was the target.
- The school met schoolwide, student group and overall graduation rates.
- The school did not meet ELA or Math proficiency rates of 100%.

Methods of Assessment

CAASPP: California Assessment of Student Performance and Progress

The California Virtual Academy @ San Mateo, as required by law, participates in the CAASPP program. California Virtual Academy @ San Mateo students in grades 3-11 various tests. Students

in grades 3 through 8 and eleven complete summative assessments for ELA and mathematics. These assessments are administered as part of the CAASPP system. Students in grades 5, 8 and 10 will complete science assessments via the California Standards Tests (CST). The data generated from these assessments is used by the California Virtual Academy @ San Mateo as a key factor in determining the progress students are making towards meeting the Common Core State Standards. This data is also be used for school improvement and school accountability as well as considered when completing individual student academic planning and goals for growth.

California Virtual Academy @ San Mateo Assessment System

In addition to the state testing system, the California Virtual Academy @ San Mateo assesses student performance in all subject areas (English-language arts, mathematics, science, history-social science, music, and art) using our own internal system. The system is designed to determine how students are meeting the specific goals of the California Virtual Academy @ San Mateo curriculum. Because we are committed to children learning, assessment is an important and integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. These assessments also help the California Virtual Academy @ San Mateo to improve the learning program by providing information on the effectiveness of instructional activities.

The California Virtual Academy @ San Mateo assessment system consists of the following:

Baseline Assessment

To ensure that teachers are able to appropriately identify students for support and enrichment, students take an initial assessment focused on math and reading at the beginning of each school year (or within 2 weeks of enrollment). The results are reviewed with parent and student and used to create an Individualized Learning Plan focused on remediating any gaps as well as providing a clear path to meet grade-level and student specific goals.

Interim Assessment

In an effort to ensure that students are making adequate academic progress and attaining grade-level appropriate standards, 3rd - HS students take approximately 4 interim assessments focused on grade-level standards aligned with the CAASPP format. These assessments help teacher identify areas needed for remediation to ensure that foundational concepts are attained.

Lesson Assessments

Professor David Niemi, who helped lead UCLA's Center for Research on Evaluation, Standards, and Student Testing, as well as the Center for the Study of Evaluation, designs K12's assessment system. In Math, Science, Art, Music, and History, every lesson is followed by a brief assessment. In Language Arts, there are assessments after every grammar, usage, mechanics, composition and novel lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 80% or higher before they advance to the next lesson.

Unit and Semester Assessments

In English-language arts, mathematics, science, history, music, and art, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained

key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. Teaching adults and teachers can use the results of the semester and unit assessments to guide review or additional practice.

The aforementioned assessments are presented in different ways, some are assessment sheets to be printed (the results of which are entered into the online system by the adult), others are online questions for the teaching adult to answer about the student's work, and still others (for students in grades 3 and up) are questions to be answered directly online. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allows students to demonstrate what they have learned in a variety of ways.

The assessment component of the California Virtual Academy @ San Mateo's on-line student learning system is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on- and off-line assessments are entered into the system, and is compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by California Virtual Academy @ San Mateo teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student moves on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there are no surprises about student work; the system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

Student Portfolios

In addition to the quantitative evaluation described above, the California Virtual Academy @ San Mateo also implements a system of qualitative evaluation with its Student Portfolio program. A CAVA teacher meets with each student and teaching adult in his/her class on a regular basis. The meetings occur either via telephone, online or in person. Each meeting will focus on the student's portfolio for that academic period. Students supply work samples from the designated subject areas to each meeting. Students share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Portfolios are used to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios are kept in the student's file.

Face to Face Meetings

CAVA teachers conduct face to face meetings with K-8 students at least once per learning period. During the face to face meeting, teachers work directly with students to elicit feedback regarding the concepts covered in the previous learning period and to collect original work samples for their learning portfolio. Additionally, teachers conduct formal authentic assessment to assure that students are on task and are able to apply learned skills/concepts.

Report Cards

Each semester, students receive a report card from their teacher. Students receive a mark reflecting their progress toward stated goals for each subject. Both quantitative and qualitative information is considered in assigning grades and recommending promotion for individual students.

Use and Reporting of Data

Individual Student Achievement Improvement Goals

The results of each student's state standardized tests are mailed to parents/guardians when they become available. Included with the test results is a letter from the Head of School or designee to provide context for the student's test scores in relation to the school's cumulative scores. Upon receipt of the test scores, parents sit down in a face-to-face meeting with their teacher to review their student's test scores and collectively discuss and develop target academic goals for the following school year.

School Wide Improvement Goal

Improving the school as a whole is very important to CAVA. To achieve this objective, the administrative team work to collect and analyze the school data collected from CAASPP and all other forms of assessment. Together they work to identify strengths and weaknesses of the school's academic program.

GOVERNANCE STRUCTURE

The California Virtual Academy @ San Mateo is constituted as a nonprofit California Public Benefit Corporation pursuant to California law. The school is governed pursuant to the By-laws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the By-laws. The By-laws clearly indicate the roles and responsibilities of the California Virtual Academy governing board and clearly spells out the autonomous nature of the board. The applicants for the Charter School chose the structure of a nonprofit public benefit corporation to ensure a seriousness of purpose and adequate protection for its members, and the District. A Head of Schools acts in the same capacity as a Superintendent in implementing the actions of the Board of Directors. In accordance with Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The Board of Directors meets regularly to oversee the management, operation, activities, and affairs of the charter school. The Board of Directors defines, compose, and revise (as needed) the policies of CAVA and ensure compliance with its charter agreement and applicable laws and regulations. All Board meetings are held in compliance with the Brown Act.

The decision making authority vested with the governing board is contained in the By-laws and the Services Agreement that are established to make a matter of public record the operational relationship of the California Virtual Academy @ San Mateo Governing Board, K12 Inc and any other entities that do business on behalf of the virtual academy.

Parent Involvement

Parents help us to evaluate the school's program each year through meetings and surveys. Parents also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents are given an opportunity to make their voices heard (both on-line and off-line) about their likes and dislikes about the school. Some parents are asked to give critiques and/or testimonials about the program. Direct parental involvement is fundamental to the school's success.

Parental involvement at California Virtual Academy @ San Mateo is enhanced by the fact that the school is educating not only students but also its parents as well. Parents are trained on the K12 instructional system. Parents are taught how to be effective instructional coaches, under the guidance of qualified and certificated teachers and parents are 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 are encouraged to participate in CAVA 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.

HUMAN RESOURCES

California Virtual Academy @ San Mateo Teachers

The academy hires both full and part time credentialed teachers to meet the demands of student enrollment. Teachers who instruct students in grades K-8 possess the following qualifications:

- Hold a minimum of a bachelor's degree; and has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA.
- Shared view of the virtual academy's mission
- Strong content and subject-matter knowledge
- Holds a Multiple Subject California Credential
- An ability to support and guide adults as well as students
- Strong written and verbal communication skills
- Organization and time-management skills
- Proficiency in MS Excel, MS Word, and Outlook, and experience using them in a professional capacity

All requirements for employment set forth in applicable provisions of law are met, including, but not limited to credentials, as necessary. All documents are kept on file at the California Virtual Academy @ San Mateo administrative offices and are available for view by the chartering authority.

Health and Safety

The California Virtual Academy @ San Mateo 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 are 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 are 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.

STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

Our admissions process seeks to ensure that all potential families understand our mission and the responsibilities, challenges, and rewards of joining our school. The California Virtual Academy @ San Mateo is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability [§47605(d)]. We view every aspect of our admissions process as an opportunity to educate our potential applicants about the mission of our school. Joining CAVA is a decision that entails not only the prospect of an exciting and innovative educational program, but also a significant commitment of time, effort, and attention. We want to be sure every family knows who we are, how we operate, and why we exist. By consistently linking our recruiting and admissions efforts to the mission of our school, we believe parents are able to determine if we are the right fit for them and their child.

The Academy does not plan to have a cap on enrollment. To enroll in the California Virtual Academy @ San Mateo, a student completes an enrollment package and submits it to the Administrative offices. Upon receipt, the enrollment package is reviewed to ensure that it is compliant (Student is age appropriate for the grades offered by the school; student has proof of residency, immunizations, etc.). All compliant enrollments are accepted into the California Virtual Academy @ San Mateo.

However, in the unlikely event exceed capacity at any grade level a lottery will be held by grade level. Existing students of the school shall automatically be enrolled and shall not be a part of the lottery. The lottery will be held in a public location with adequate oversight to ensure the integrity of the procedure and that all students have fair and equal access to the process. The lottery shall be held in stages in order of preference group as follows: 1) siblings of existing students; 2) District residents; and 3) All other Applicants. After all open positions are filled by lottery; the remaining applications will be drawn by lottery to determine the order in which they will be placed on a waiting list.

Non-Discrimination

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district, the Founding Board, Administration and teaching staff of the California Virtual Academy @ San Mateo will reach out broadly to populations within the County and adjacent counties. The effort is comprehensive and will include the activities listed below:

Website

Because CAVA is seeking to reach a variety of individuals in a large geographic area, we will leverage our current CAVA website (www.caliva.org). The site will contain background information about the school, its admissions procedures and its teacher job descriptions. Enrollment forms are hosted on the site for parents and students to access.

Recruiting materials

The School will produce materials about the school's mission, curriculum, and the application process in both English and any other languages deemed appropriate for the population of San Mateo and its surrounding counties. CAVA teachers and administrative offices will distribute the materials at local parent information sessions and materials are available upon request.

Direct Mail

The School will collect names and addresses of interested families and make use of direct mail outreach. Interested families will receive invitations to local information sessions where they can learn more about the California Virtual Academy @ San Mateo and how to enroll.

Parent Information Sessions

The School hosts parent information sessions throughout the year in both host county and surrounding counties. Research is conducted to ensure that the sites selected are within driving distance for all families who are interested in enrolling in the school. In home visits are conducted for families who are unable to drive to the event or attend for any reason. Parent Information sessions are led by teachers, administrators and parents. Sessions provide information to interested families about both the school and its registration process. In addition, the K12 curriculum will be available for families to review.

Local Outings

Each teacher hosts one outing per month. The outings are open to families that are interested in CAVA. The outings enable prospective students to meet current students and CAVA teachers in an informal setting.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Financial Reporting

The California Virtual Academy @ San Mateo maintains a general ledger accounting system (Quick Books). The accounting system is used to draft monthly and annual financial reports, prepare budgets, and conduct variance analyses, as well as track/monitor expenditures and state revenue remittances. The California Virtual Academy @ San Mateo uses the Quick Books accounting system to compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year.

Inventory Control

The CAVA office currently has in place an inventory control system that accounts for all equipment of excess of \$500. All procurement of equipment meeting the \$500 threshold is properly recorded and tracking records are kept that include the following: (1) serial number, (2) original purchase amount, (3) location of equipment, and (4) funding source.

Insurance

The California Virtual Academy @ San Mateo acquires general liability, workers compensation, student accident, and any other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The school has policies through BB & T Insurance Services of California and Insperity employment services.

Audits

Financial Audit/Programmatic Audit

An independent auditor firm approved by the State Controller is selected on an annual basis to conduct an audit of the Charter School's financial affairs and programmatic elements. The annual audit serves to verify the accuracy of the School's financial statement, attendance, enrollment accounting procedures, and review the Charter School's internal controls. The Audit is conducted in accordance with Generally Accepted Accounting Principles applicable to the school and in accordance with the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in State of California K-12 Audit Guide. The Final Audit report is submitted to the District, the State Controller, the County Superintendent of Schools, and the State Department of Education on December 15.

IMPACT ON THE CHARTER AUTHORIZER

This statement is intended to fulfill the terms of Education Code Section 47605 (g) and provides information regarding the proposed operation and potential effects of the California Virtual Academy @ San Mateo and Jefferson Elementary School District. This document is intended for informational purposes only and to assist the district in understanding how the proposed school may affect the district. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and district, and is

California Virtual Academy @ San Mateo Charter Petition Renewal

not part of the Charter of the California Virtual Academy @ San Mateo or any related agreements or memoranda of understanding.

Administrative Services: The California Virtual Academy @ San Mateo has constituted itself as a nonprofit California public benefit corporation pursuant to California law. The school is governed pursuant to the By-laws adopted by the Incorporators, and, subsequently amended pursuant to the amendment process specified in the By-laws. A Head of School (HOS) will enjoy lead responsibility for administering the school under policies adopted by the school's governing board. The school provides or procures most of its own administrative services. These include, but are not limited to, financial management, personnel, instructional programs development, etc. The district will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

Civil Liability: Education Code Section 47604(c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the charter school on the district will be minimal. The By-Laws of the charter school provide for indemnification of the school's governing board, officers, agents, and employees, and the school shall purchase a standard range of insurance services to protect the school's assets, staff, and governing board members.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for the California Virtual Academy @ San Mateo is true to the best of my knowledge and belief; I understand that if awarded a charter renewal, the school:

- Meets all requirements for renewal as defined in EC 47607(b)

"...Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

- Will continue to meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will continue to be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.² [Ref. California Education Code §47605(b)(5)(O)]
- Will continue to be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will continue to not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will continue to admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will continue to adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .

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- Will continue to meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will continue to ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(1)]
- Will continue to at all times maintain all necessary and appropriate insurance coverage.
- Will continue to follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Kattina Alston

1-10-2016

Authorized Representative's Signature

Date