

**MERIDIAN ELEMENTARY SCHOOL DISTRICT
STAFF REPORT AND RECOMMENDED FINDINGS OF FACT
REGARDING THE CHARTER RENEWAL PETITION
OF CALIFORNIA VIRTUAL ACADEMY**

November 15th, 2025

Pursuant to Education Code section 47605, subdivision (b), this staff report provides proposed recommended findings to the Meridian Elementary School District (“District”) Board of Education (“Board”) regarding the renewal petition (“Renewal Petition”) of the California Virtual Academy @ Sutter (“CAVA”).

I. BACKGROUND AND SUMMARY

Beginning on October 7th, 2025, CAVA submitted its renewal petition to the District, seeking a five (5) year term beginning July 1st, 2026 through June 30th, 2031.

CAVA is a nonclassroom-based charter school and operates as a California nonprofit public benefit corporation under the Internal Revenue Code section 501(c)(3). CAVA has served students in Sutter and surrounding counties since July 2014. CAVA currently serves approximately 1,623 students in grades TK-12. CAVA provides a blended online instructional model that combines daily live synchronous lessons with self-paced coursework supported by credentialed teachers and engaged learning coaches at home. Per the Renewal Petition, CAVA’s mission emphasizes academic growth and social-emotional development, with programs tailored to diverse learners, including English learners, students with disabilities, credit-deficient high school students, medically fragile youth, and advanced learners. CAVA offers a comprehensive curriculum aligned with state standards, including WASC-accredited, A–G approved high school courses, dual enrollment opportunities through its *CAVA2College* program, and multiple Career Technical Education pathways. With a strong emphasis on data-driven instruction, multi-tiered systems of support (MTSS), and ongoing professional development for staff, CAVA seeks to prepare all students to be self-motivated, competent, and lifelong learners ready for college, career, and civic life.

II. Renewal Criteria

Renewal petitions are governed by the standards and criteria described in Education Code section 47605 applicable to new petitions, as well as the criteria set forth in Education Code section 47607 and 47607.2. (Ed. Code, § 47605, subd. (c); Ed. Code, §§ 47607, 47607.2.)

A. General Renewal Criteria

Renewal petitions shall include a reasonably comprehensive description of any new requirements for charter schools enacted into law after the charter was originally granted or last renewed. (*Id.*) The Board may not deny a renewal petition unless it makes written factual findings, specific to the

particular petition, setting forth specific facts to support one or more of the following, none of which apply to CAVA:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, §§ 47605, subd. (c)(1); 47607, subds. (a)(3), (b).) Here, as discussed below, the District has considered the educational program described in the Renewal Petition and CAVA's California School Dashboard ("Dashboard") data and finds that CAVA presents a sound educational program.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, §§ 47605, subd. (c)(2); 47607, subds. (a)(3), (b).)

As discussed below, CAVA has operated since approximately 2014 and has demonstrated a history of successfully implementing the program set forth in the Renewal Petition.

3. The petition does not contain reasonably comprehensive descriptions of certain elements in its program and operations as set forth in Education Code section 47605, subdivision (c)(5)(A)-(O), including any new requirements for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §§ 47605, subd. (c)(5); 47607, subds. (a)(3), (b).)

CAVA's Renewal Petition contains reasonably comprehensive descriptions of all elements required by the Charter School Act, including new requirements for charter schools enacted into law after the charter was last renewed.

B. Dashboard Performance Criteria

The California Department of Education ("CDE") has designated CAVA as a "middle-performing" charter school pursuant to Education Code section 47607, subdivision (c)(2)(A). The District has confirmed that CAVA meets the qualifications of a middle-performing charter school. For middle-performing schools, a chartering authority **must** consider the following in its renewal petition review process:

1. The schoolwide performance and performance of all subgroups on the Dashboard, providing "greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal"; and
2. Clear and convincing evidence, demonstrated by verified data, showing either: (a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) strong postsecondary outcomes equal to similar peers, as defined by college enrollment, persistence, and completion rates.

(Ed. Code, § 47607.2, subd. (b).)

The District has evaluated the Renewal Petition in accordance with the applicable "middle-performing" renewal criteria, including considering the above-referenced factors, as set forth in this report. (See detailed discussion under Finding 4, below.)

C. Non-Renewal Criteria

Pursuant to Education Code section 47607.2(b)(6), a chartering authority **may deny** the renewal of a middle-performing charter school only upon making written findings, setting forth specific facts to support the finding, that:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. Closure of the charter school is in the best interest of pupils; and
3. The decision not to renew gave “greater weight” to the charter school’s performance on measurements of academic performance.

In addition, pursuant to Education Code 47607(e), irrespective of the performance criteria, a chartering authority **may deny** renewal a charter school if:

1. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
2. The charter school is not serving the pupils who wish to attend, as documented by aggregate data reflecting pupil enrollment patterns at the charter school.

The District has no recommendations for findings to deny renewal of CAVA based on either sections 47607.2(b)(6) or 47607(e).

III. ANALYSIS AND PROPOSED FINDINGS

Finding 1: The Renewal Petition presents a sufficiently sound educational program for the pupils to be enrolled in the charter school.

CAVA offers a nonclassroom-based, independent study program for students in grades TK–12, built on a blended instructional model that combines daily synchronous live instruction with asynchronous, self-paced coursework. The program is aligned with California state standards and delivered through multiple modalities—online lessons, offline materials, and interactive technology—to ensure accessibility for all learners.

CAVA’s mission emphasizes academic growth and social-emotional development, preparing students to be self-motivated, competent, lifelong learners. CAVA serves a diverse population, including English learners, students with disabilities, medically fragile students, credit-deficient high school students, and advanced learners.

CAVA utilizes Student Achievement Plans (SAPs) and Individualized Learning Plans (ILPs) in the elementary and middle school grade levels. Middle school also provides honors courses, a 6th Grade Foundations program—designed and offered to rising 6th-grade students who exhibit gaps in their knowledge based on the end-of-year universal assessments in Math and English Language Arts, and an 8th Grade Academy.

At the high school level, students access a broad course catalog including A–G approved courses, Advanced Placement, dual enrollment through the CAVA2College program, and Career Technical

Education pathways spanning multiple industry sectors. Graduation requirements align with UC/CSU eligibility standards, and students are supported with counseling, credit recovery options, and college/career readiness initiatives. CAVA has been accredited by the Western Association of Schools (“WASC”) through June 2027.

The Renewal Petition also presents evidence of sound instructional practice through data-driven systems, including the use of benchmark assessments and MTSS that provides targeted interventions for students and enrichment for advanced learners. CAVA reports steady improvement in graduation rates, sustained low suspension rates, and measurable annual growth in student achievement, including evidence that students are making at least one year’s academic progress annually. The program is further strengthened by professional development and instructional coaching for teachers and structured family engagement opportunities.

Per the Renewal Petition, CAVA teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment as required under the law.

Finding 2: The Charter School is likely to successfully implement the program set forth in the Renewal Petition.

In order to successfully implement the program described in the Renewal Petition, Petitioners must demonstrate that they are familiar with the content of the Renewal Petition and the requirements of laws applicable to the proposed school; present a realistic financial and operational plan; and have the necessary background in areas critical to the charter school’s success, or have a plan for securing the services of individuals with the necessary background, including curriculum, instruction, assessment, finance and business management. The District has reviewed the Renewal Petition and observed the operations of CAVA during the past charter term. CAVA has demonstrated overall success in its implementation of its educational program, including marked improvement in recent years. CAVA is an independent charter school operated under the oversight and governance of the District.

CAVA is governed by the nonprofit Board of Directors (“Governing Board”). As an independent charter school authorized by the District, CAVA maintains a good working relationship with the District. CAVA has remained fiscally solvent, and the District has no current concerns about the fiscal health and operations of CAVA. CAVA’s proposed budget is reasonable and consistent with past operations.

CAVA has successfully implemented its program for over one decade. As such, based on the District’s review and observations of CAVA’s governance structure and financial operations, the District finds that CAVA is likely to successfully implement the program set forth in the Renewal Petition.

Finding 3: The Renewal Petition contains a reasonably comprehensive description of the specific elements described in Education Code section 47605, subdivisions (c)(5)(A)-(O), as applicable, including any new requirements for charter schools enacted into law after the charter was originally granted or last renewed.

The Renewal Petition contains a reasonably comprehensive description of the specific elements described in Education Code section 47605, subdivisions (c)(5)(A)-(O), including adherence to all applicable federal, state, and local laws and regulations, including any new requirements enacted into

law after the charter was last renewed. The Renewal Petition identifies all legally required affirmations and declarations and ensures the Renewal Petition is legally compliant.

Finding 4: The Renewal Petition Meets the Renewal Criteria for a Middle Performing Charter School.

A charter authority evaluating a middle-performing school must first consider school-wide performance and performance of all subgroups on the Dashboard and shall provide “greater weight” to performance on measurements of academic performance in determining whether to grant a charter renewal. The chartering authority must also consider clear and convincing evidence, demonstrated by verified data, showing either (a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) strong postsecondary outcomes equal to similar peers, as defined by college enrollment, persistence, and completion rates.

For Elementary School (TK-2) the Program Highlights are:

Ongoing implementation of reading warm-ups utilizing Orton-Gillingham strategies during daily live instruction. Addition of writing & encoding strategies this year. Implementation of DIBELS for early identification of students with possible reading difficulties, along with identification of students who need Tier 3 support in Reading. Implementation of mClass for the identification of students who need Tier 3 support in Math. Reading Tutoring for identified 2nd graders 3 x 30 min a week in small groups of 5 or less. Implementation of Skills Arcade in ELA and Math for 75 minutes a week per subject for students to practice foundational skills. They decreased their Chronic Absenteeism by 5% from the end of the school year in 23-24 to the end of the school year in 24-25. Through the implementation of weekly scoreboards to monitor and follow up on Wildly Important Goals (WIGs) such as chronic absenteeism they were able to keep a pulse and take action early for their students. They increased their math proficiency from the beginning of the year to end of year last school year by 6% along with increasing their ELA proficiency by 1%.

Continued implementation of MTSS Pilot, with refined Tier 1 & Tier 2 instruction, coaching and data-driven intervention cycles.

For Elementary School (3-5) the Program Highlights are:

Instructional and MTSS coaching partnerships focused on improving teacher practice, PLC collaboration, and student outcomes through targeted 1:1 and team-based support. STAR Curriculum Based Measures (CBM) and Stride Progress Monitoring Assessment (PMA) used to identify early reading and math difficulties and inform Tier 3 interventions. Stride Skills utilized for intervention and extension K12 Reading Tutoring for 3rd graders (3 × 30 min weekly) provided targeted reading support. Accelerated Reader expanded to one-third of classrooms to increase fluency and engagement. Reinforced BEAR (Behavior) Expectations, vertical alignment (K–12), and GVC standards across all professional learning cycles. Math proficiency increased 3%, showing steady gains in foundational skills and data-driven instructional practices. ELA proficiency increased by 4.2%, reflecting continued growth in literacy instruction and targeted intervention. Focused on early intervention and proactive outreach to address attendance barriers. Weekly monitoring and connection calls supported re-engagement and consistent attendance.

For Middle School (6-8) the Program Highlights are:

Academics: Daily Homeroom (SEL, Community, and BEAR Expectations)

Tiered Instruction Model with designated cycles of instruction in ELA and Math.

Daily Core instructions. Small Groups (Tier 2 and 3). MTSS Coaching partners with our Intervention and Special Programs team to support teacher teams with the tiered instruction model.

8th Grade Academy. Single-subject focus in Math, ELA, History, and Science

Electives: 8th Grade Careers - New HS elective (25-26SY)

TCH220 Computer Science Principles (5 HS credits)/ TCH109 Foundations of Digital Literacy (5 HS Credits)

Social: ASB in Middle School. K12 Zone. NJHS continues

ELA, state proficiency 24-25 was 53.55%; growth was 48.53% from the previous year.

Math, state proficiency 24-25 was 40.98%; growth was 55.10% from the previous year.

Chronically absent, 23-24 was 17.06% 24-25 was 13.3%.

For High School (9-12) the Program Highlights are:

For College & Career, they grew their participation in CAVA2College Dual Enrollment from 9 Sutter students last year to 17 this year. Dual enrollment partnerships (Norco and Irvine Valley College) now offer Real Estate, Administration of Justice, and Human Development pathways

11 Sutter students are on track to complete a CTE pathway this year, up from 2 last year

297 CTE courses currently assigned to Sutter students 117 current potential graduates for Class of

2026. Math Tier 2 math instruction built into master schedule. Math Lab for 9th and 10th graders: for-credit course built into their regular schedule. After-hours Geometry lab introduced in fall 2025

After-hours MKV and ELD support; 14% proficiency growth on Star360; 22% proficiency growth on CAASPP. ELA, Tier 2 ELA instruction built into master schedule. Lit Lab for 9th graders: for-credit course built into their regular schedule. Increase in enrollment in Literacy Lab (23-24: 15, 24-

25: 34, 25-26: 38) After-hours Lit lab for 10th and 11th grade introduced in fall 2025

After-hours MKV and ELD support; 7% proficiency growth on Star360; 8% proficiency growth on CAASPP.

Finally, for Interventions and Special Programs, the Highlights are:

Department Multi-Tiered System of Supports (MTSS) Frameworks. Universal Screener(s) and Diagnostic Assessment(s). A Multi-Level Prevention and Intervention System:

Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards. Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills. Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills. Data-Based Decision Making & Progress Monitoring. Department Multi-Tiered System of Supports (MTSS) Team: A Problem-Solving Team for Student Success. The Multi-Tiered System of Supports (MTSS) Team is a team of educators from within the department that focuses intensely on the individual needs of a department's most at-risk students by: Identifying individual students with significant needs or whose needs are not sufficiently met by Tier 2 supports. Diagnosing the cause of the individual student's struggles. Determining the most appropriate intervention(s)

Monitoring the student's progress. Revising intervention(s) as necessary.

Referring students for a Student Study Team (SST) Meeting when adequate progress is not being made in Tier 3.

IV. RECOMMENDATIONS

As a middle-performing charter, CAVA's charter may be renewed for 5 years. (Ed. Code § 47607.2(b)(7).)

The District conducted a thorough review of CAVA's Renewal Petition and its appendices, based on the above described renewal criteria for a middle performing charter school. In careful consideration of the above findings of fact, the District recommends renewal of CAVA's charter for five (5) years.