

San Diego Virtual

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



Mr. Brennan McLaughlin, Executive Director

Principal, San Diego Virtual

About Our School

San Diego Virtual School, a public charter school serving San Diego and adjoining counties, is a personalized and collaborative learning institution where dedicated staff and flexible educational programs ensure the facilitation of students' academic and personal growth.

Contact

*San Diego Virtual
296 H St, Suite 200
Chula Vista, CA 91910*

*Phone: 619-713-7271
E-mail: bmclaughlin@sdvirtualschools.com*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
E-mail Address	kathy.granger@meusd.k12.ca.us
Web Site	http://meusd.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	San Diego Virtual
Street	296 H St, Suite 200
City, State, Zip	Chula Vista, Ca, 91910
Phone Number	619-713-7271
Principal	Mr. Brennan McLaughlin, Executive Director
E-mail Address	bmclaughlin@sdvirtualschools.com
Web Site	sdvirtualschools.com
County-District-School (CDS) Code	37682130123224

Last updated: 11/13/2017

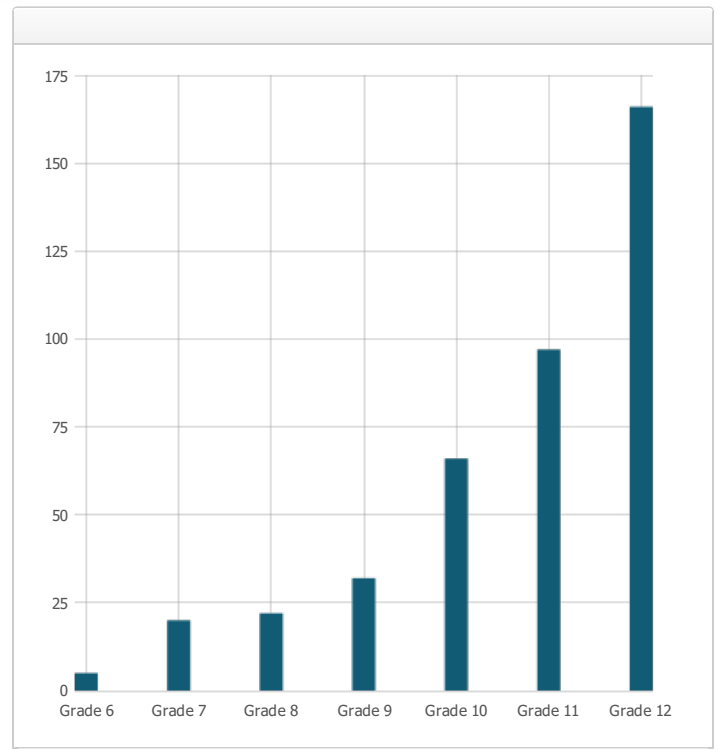
School Description and Mission Statement (School Year 2017-18)

<p>MISSION</p> <p>San Diego Virtual School is an educational institution where all students are valued and provided with an opportunity to attain an excellent education while developing life skills that will enable achievement of academic and personal goals.</p> <p>Vision</p> <p>San Diego Virtual School, a public charter school serving San Diego and adjoining counties, is a personalized and collaborative learning institution where dedicated staff and flexible educational programs ensure the facilitation of students' academic and personal growth.</p>

Last updated: 11/13/2017

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

Grade Level	Number of Students
Grade 6	5
Grade 7	20
Grade 8	22
Grade 9	32
Grade 10	66
Grade 11	97
Grade 12	166
Total Enrollment	408



Last updated: 11/13/2017

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

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	1.0 %
Asian	1.2 %
Filipino	1.2 %
Hispanic or Latino	61.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	25.0 %
Two or More Races	5.9 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.5 %
English Learners	13.0 %
Students with Disabilities	11.3 %
Foster Youth	0.5 %

Last updated: 11/13/2017

A. Conditions of Learning

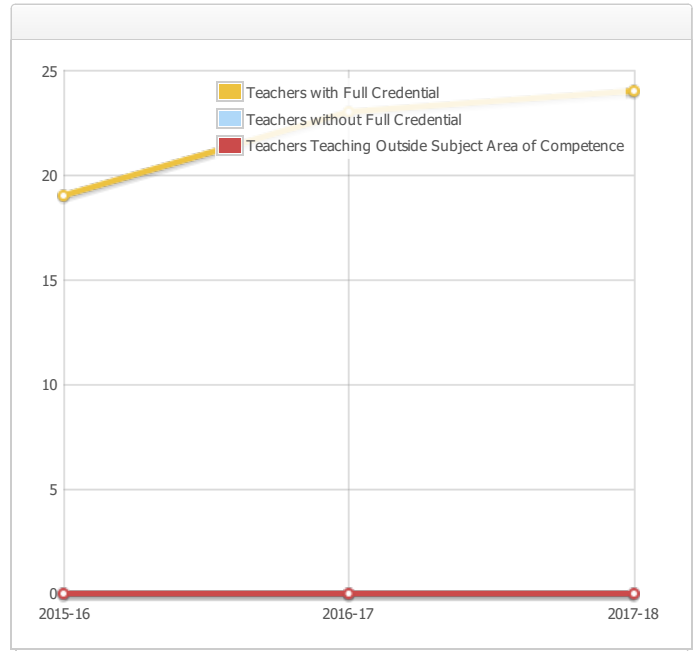
State Priority: Basic

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

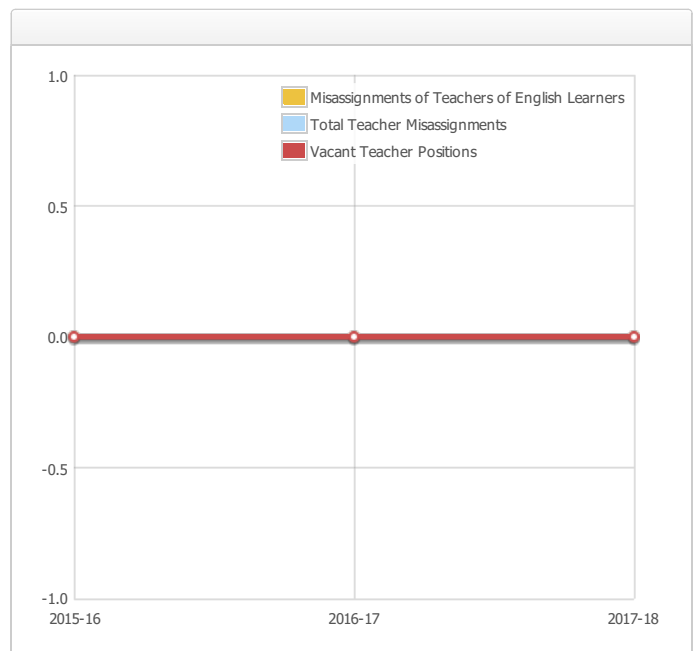
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	23	24	24
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 11/13/2017

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.

Last updated: 11/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Mathematics	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Science	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
History-Social Science	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Foreign Language	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Health	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Visual and Performing Arts	We use Plato/Edmentum for our online curriculum.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 11/13/2017

School Facility Conditions and Planned Improvements

San Diego Virtual School has three learning centers in San Diego county and one learning center in Riverside County. All four locations are modern facilities that meet all requirements.

Last updated: 11/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Exemplary
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Last updated: 11/13/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	38%	50%	46%	45%	48%	48%
Mathematics (grades 3-8 and 11)	12%	15%	30%	29%	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.

Last updated: 11/28/2017

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/28/2017

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/13/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage 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)		36.0%			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.

Last updated: 11/13/2017

Career Technical Education Programs (School Year 2016-17)

At San Diego Virtual School, we offer students many opportunities to explore their career interests. We offer a Careers course that juniors and seniors participate in to learn about career options, work on resume writing, and more. All seniors speak with our College and Career Counselor to refine goals, get help applying to college and jobs, etc.

Through the use of senior surveys and graduation rate data, we have noticed an improvement in student satisfaction and graduation rates as a result of the in depth support our counselor provides.

Last updated: 11/13/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 11/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	58.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	2.7%

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	58.0%	42.0%	17.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/28/2017

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 encouraged to visit any of the four learning centers to participate in their students education. In addition, we have a school advisory committee and monthly communication to parents. Parents are also invited to attend monthly field trips.

State Priority: Pupil Engagement

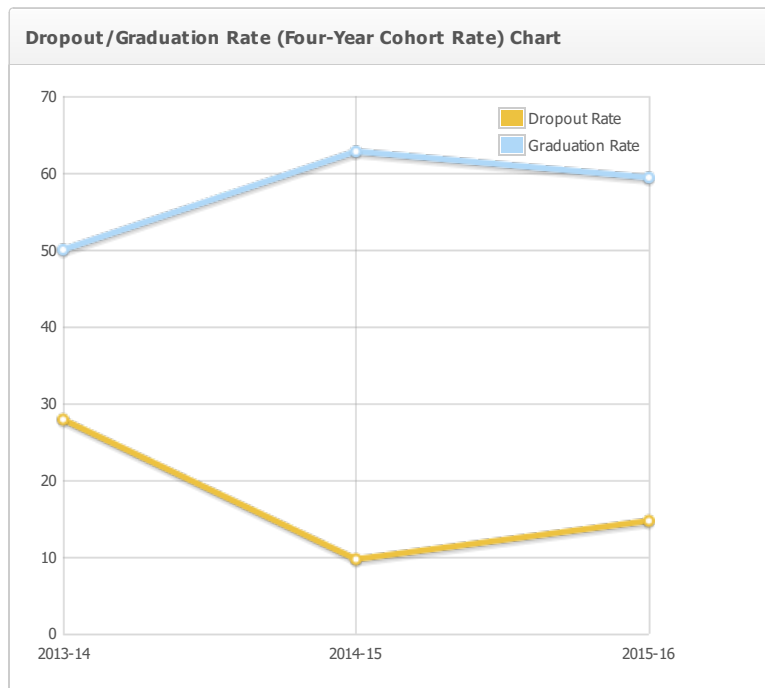
Last updated: 11/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	27.9%	9.7%	14.7%	25.2%	14.7%	25.7%	11.5%	10.7%	9.7%
Graduation Rate	50.0%	62.8%	59.4%	67.2%	68.9%	58.9%	81.0%	82.3%	83.8%



Last updated: 11/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	70.0%	70.8%	87.1%
Black or African American	100.0%	66.7%	79.2%
American Indian or Alaska Native	75.0%	50.0%	80.2%
Asian	66.7%	33.3%	94.4%
Filipino	0.0%	20.0%	93.8%
Hispanic or Latino	63.4%	71.8%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	86.4%	79.1%	91.0%
Two or More Races	40.0%	50.0%	90.6%
Socioeconomically Disadvantaged	67.5%	71.6%	85.5%
English Learners	57.9%	78.9%	55.4%
Students with Disabilities	61.5%	77.8%	63.9%
Foster Youth	50.0%	50.0%	68.2%

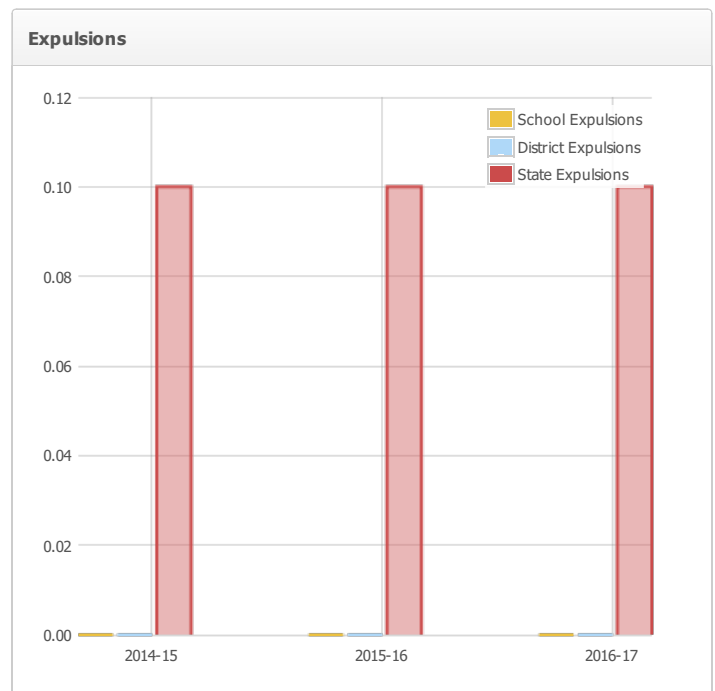
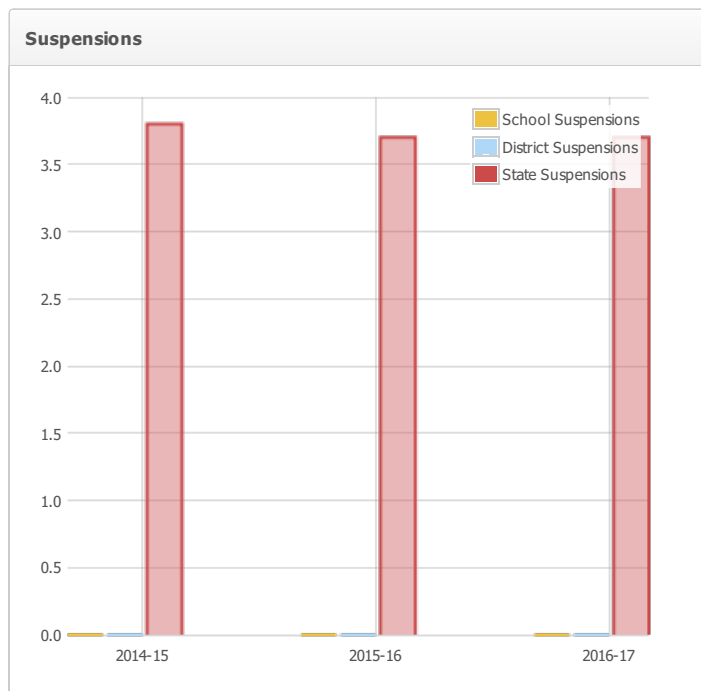
State Priority: School Climate

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
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 11/13/2017

School Safety Plan (School Year 2017-18)

Assessment of the Current Status of School Crime Due to the nature of our school sites, we have had limited crime issues at San Diego Virtual School. Students primarily work from home and come to the resource center for additional help. They are monitored closely by the teachers and we have had minor issues at the sites. Issues that affect the schools sites would be unwanted visitors on campus and school supplies being stolen. Both of these concerns are addressed below under our strategies.

Appropriate Programs and Strategies that Provide School Safety As San Diego Virtual School continues to expand in numbers, we have implemented many strategies to ensure we have created a safe school environment for our students At each site:

1. We have a relationship with the local police departments and if ever needed we will have police support.
2. Executive Director provides school safety support by educating staff and offering support with school discipline.
3. Student identification process and RTI support system in place.
4. Visitor sign in policy so we know at all times who is at our sites.
5. Monitoring and reinforcement of the requirements of the school academic progress and school behavior.
6. Doors remain locked at the resource center when needed.
7. At the Chula Vista site, there is a security guard that monitors the building.
8. At the Vista site, the building is secure and monitored.
9. Sign in sheet for visitors, students and computer use.

Child Abuse Reporting Procedures A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166) Mandated Reporter: a "Child care custodian"; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher's aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters. Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical "injuries which appear to have been inflicted...by other than accidental means by any other person..." Whether or not there are visible physical injuries, all suspected sexual abuse must be reported. To Whom is the Report Made: An

oral report to designated law enforcement agencies must be made immediately.

The observing employee must contact: 1. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department: (858) 560-2191 2. The Jurisdictional Law Enforcement Agency La Mesa Police Department(non-emergency) (619)667-1400 Vista Sheriff Department (non-emergency) (760)940-4300 Chula Vista Police Department (619) 691-5151 San Diego County Department (24 hr. non-emergency) (619) 531-2000 or (858) 484-3154 Emergency Number 911 A follow up written report must be submitted within 36 hours. Forms are available on site through the Executive Director. School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest. Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present "to lend support".

Last updated: 11/13/2017

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
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Last updated: 11/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	1	0	0	0.0	0	0	0
6	8.0	1	0	0	23.0	0	1	0	14.0	1	0	0
Other	25.0	2	4	0	25.0	0	6	0	25.0	0	6	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 11/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6.0	59	3	0	5.0	86	1	0	5.0	87	2	2
Mathematics	4.0	68	2	0	5.0	73	0	0	4.0	68	1	0
Science	7.0	24	1	1	23.0	8	1	4	12.0	22	5	1
Social Science	11.0	21	2	2	7.0	56	1	1	7.0	57	2	3

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

Last updated: 11/13/2017

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	3.0	135.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 11/13/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7465.0	\$359.0	\$7106.0	\$61356.0
District	N/A	N/A	\$0.0	\$57345.0
Percent Difference – School Site and District	N/A	N/A	200.0%	6.8%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	7.8%	-1.7%

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

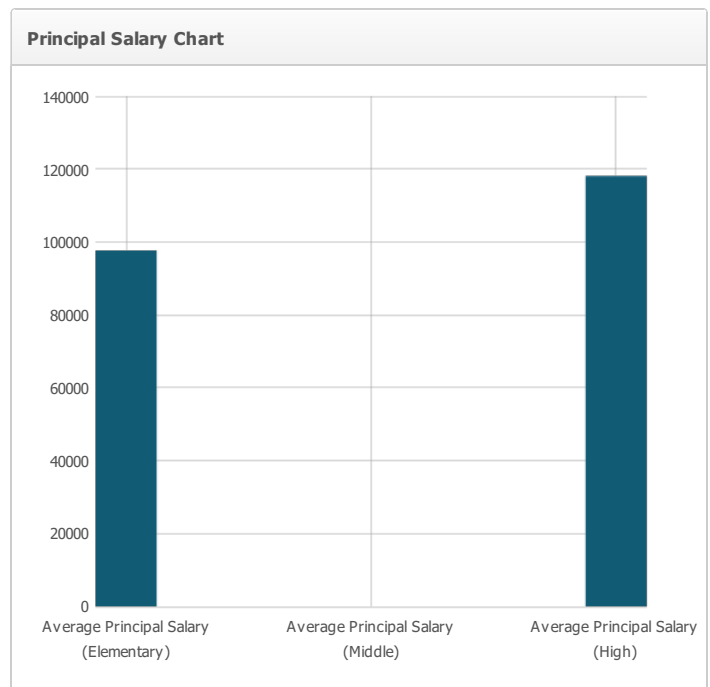
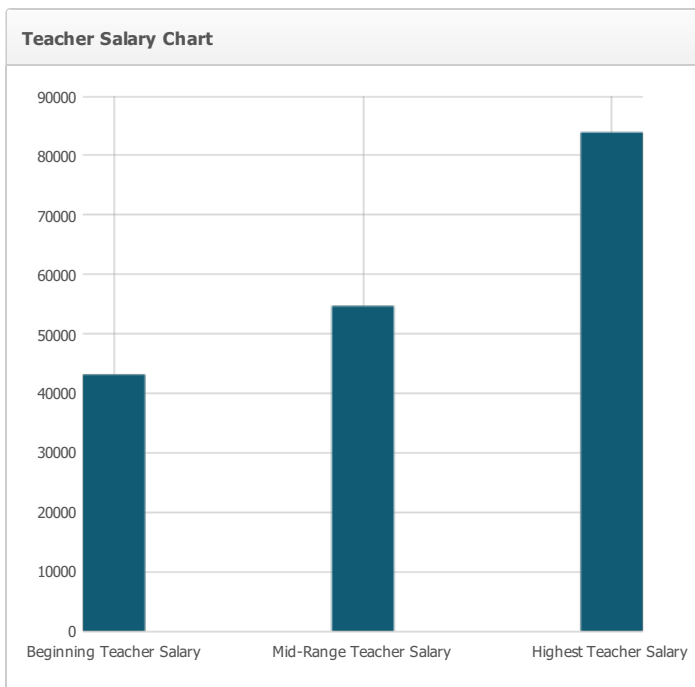
Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$43,149	\$41,164
Mid-Range Teacher Salary	\$54,686	\$61,818
Highest Teacher Salary	\$83,901	\$84,567
Average Principal Salary (Elementary)	\$97,652	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$118,110	\$101,955
Superintendent Salary	\$163,627	\$126,855
Percent of Budget for Teacher Salaries	28.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 11/28/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 11/13/2017

Professional Development

San Diego Virtual School has three non-instructional days for professional development. In addition, all staff attend professional development activities on and off site throughout the year. Many of these professional development trainings are offered online as well. Teachers have received trainings in technology use, subject matter area, Common Core curriculum, English Language Learner support, and more.

Professional Development is based on identified student needs, teacher interest, and schoolwide learning goals. Teachers receive support through teacher-principal meetings.

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