

Central Union Virtual Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2345 South Second St. El Centro, CA , 92243-5603	Principal:	Darrell Pechtl, Principal
Phone:	(760) 312-7052	Grade Span:	9-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Darrell Pechtl, Principal

Principal, Central Union Virtual Academy

About Our School

After 30 years in education, including 20 as an administrator, I am excited to have the opportunity to helm the newest school in the Central Union High School District. Watching C.U.V.A. come to life has been among the most rewarding experiences I've had as an educator. I see the impact of this Alternative School of Choice on the lives of our students, and am fully committed to working with the Students, Teachers, and Parents of the school to ensure success.

I am a product of local schools, starting in Seeley Elementary, and graduating from Central Union High. Thirty years ago I began teaching at CUHS and was excited to move to Southwest in the year that school opened. Moving into school administration led me to Holtville Unified, at Holtville High, Sam Webb High, and Freedom Academy. In 2015 I became the Principal of San Pasqual Valley High School, where I was also responsible for Bill Manes Continuation, and the SPV Adult Ed. program. Finally, in 2019 I returned to my roots at CUHSD where I've led the Adult Ed program and now Central Union Virtual Academy.

This breadth of experience has taught me much, and allowed me to bring energy and passion into my school sites. This drives me to work for the best for all of the students I'm responsible for, and is its own reward.

Contact

Central Union Virtual Academy
2345 South Second St.
El Centro, CA 92243-5603

Phone: (760) 312-7052

Email: CUVA@mycuhsd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Central Union High
Phone Number	(760) 336-4500
Superintendent	Andrus, Ward
Email Address	wandrus@cuhsd.net
Website	www.cuhsd.net

School Contact Information (School Year 2021—2022)

School Name	Central Union Virtual Academy
Street	2345 South Second St.
City, State, Zip	El Centro, CA , 92243-5603
Phone Number	(760) 312-7052
Principal	Darrell Pechtl, Principal
Email Address	CUVA@mycuhsd.org
Website	http://www.cuhsd.net/
County-District-School (CDS) Code	13631150140954

Last updated: 1/27/22

School Description and Mission Statement (School Year 2021—2022)

Central Union Virtual Academy (CUVA) was established as an Independent Study Alternative School of Choice in August of 2021. Our original plan for the school was to provide a facility to meet the needs of Social/Emotionally challenged students who were overwhelmed by the sizes of our two comprehensive high schools in the CUHSD, and were looking for an alternative educational program.

COVID-19 triggered significant changes to CA independent study rules, which necessitated significant restructuring of our initial school plan. We are fully compliant with new Ed Code requirements, and have expanded our planned enrollment to accommodate the increased requests for enrollment.

We currently have three full time instructors and one long term substitute teacher providing supervision and support for our 150 Independent Study students. Additionally we are supporting our Special Needs students through the services of three credentialed Special Education instructors.

CUVA is housed within the CUHSD Adult Education facility located at 2345 S. Second St. in El Centro, CA. An oversize lecture space was expanded to accommodate four separate teacher stations which permit teachers to meet individual students and supervise small groups of students who are scheduled for examinations.

There are currently plans under development to relocate the CUVA facility to portable classrooms co-located on the property of Central Union High School in the Spring of 2022.

Students in CUVA are permitted open enrollment and transfers under SB130, so our numbers have remained fairly constant since mid September, with similar numbers of students entering and exiting in the intervening weeks.

Last updated: 1/27/22

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Software Based Accellus Software Based	Yes	0%
Mathematics	Edgenuity Software Based Accellus Software Based	Yes	0%
Science	Edgenuity Software Based Accellus Software Based	Yes	0%
History-Social Science	Edgenuity Software Based Accellus Software Based	Yes	0%
Foreign Language	Edgenuity Software Based Accellus Software Based	Yes	0%
Health	Edgenuity Software Based Accellus Software Based	Yes	0%
Visual and Performing Arts	Edgenuity Software Based Accellus Software Based	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/6/22

School Facility Conditions and Planned Improvements

Central Union Virtual Academy had zero findings on the most recent Facility Inspection Tool (FIT)

Last updated: 1/27/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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: September 2021

Overall Rating	Exemplary
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Last updated: 1/27/22

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** 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.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

At Central Union Virtual Academy, parents are an integral part of the success of their students. Since students are working virtually from their homes, parents are key in the success of their children. Parents can support their children by checking their progress on Edgenuity courses, attending meetings with teachers, counselors and administration. Parents at Central Union Virtual Academy are a part of the larger educational community of Central Union High School District and can participate in any and all activities provided by Central Union High School District.

During the 2021-2022 school year, parents are also key in the naming of the school. Parents and interested community members were asked to be part of a committee that will choose the permanent name of the school. Also, a parent advisory committee will be formed that will meet monthly with the principal and staff to assist them in meeting the needs of the students.

Interested parents may contact Mr. Darrell Pechtl at dpechtl@mycuhsd.org or at 760-312-7050.

State Priority: Pupil Engagement

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

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

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

School Safety Plan (School Year 2021-2022)

null

Last updated: 1/27/22

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$96972.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$83672.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/27/22

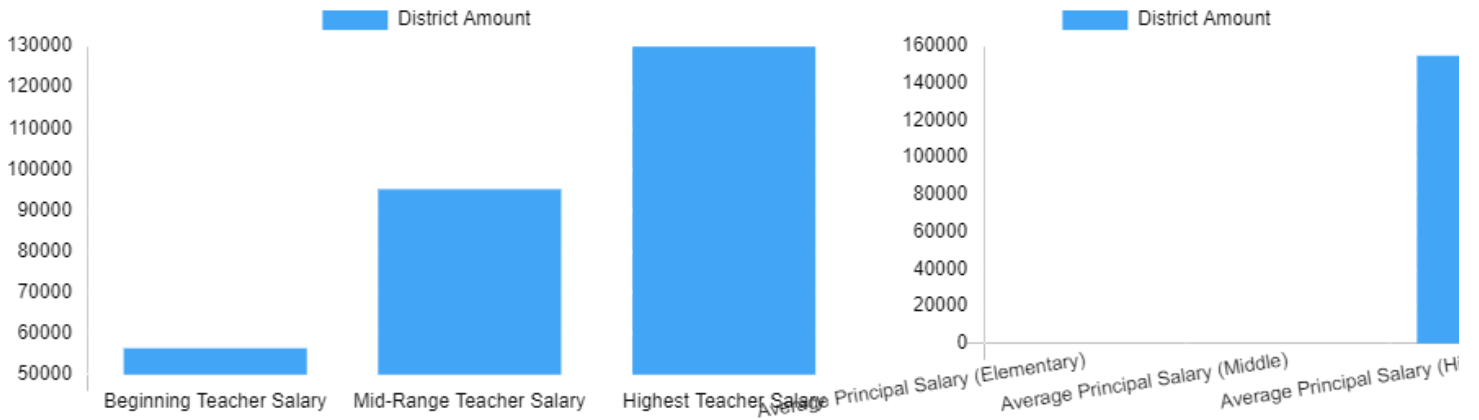
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56432.00	\$50546.00
Mid-Range Teacher Salary	\$95184.00	\$81807.00
Highest Teacher Salary	\$129933.00	\$103463.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$169216.00

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$154927.00	--
Superintendent Salary	\$195000.00	\$182878.00
Percent of Budget for Teacher Salaries	33.00%	31.00%
Percent of Budget for Administrative Salaries	4.00%	6.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			14

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	923	646	69.99	30.01	61.55
Female	453	311	68.65	31.35	67.10
Male	470	335	71.28	28.72	56.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	878	619	70.50	29.50	60.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	15	57.69	42.31	93.33
English Learners	246	163	66.26	33.74	11.04
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	675	466	69.04	30.96	54.51
Students Receiving Migrant Education Services	79	54	68.35	31.65	44.44
Students with Disabilities	88	62	70.45	29.55	9.68

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	922	600	65.08	34.92	22.54
Female	453	284	62.69	37.31	22.61
Male	469	316	67.38	32.62	22.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	877	575	65.56	34.44	21.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	14	53.85	46.15	50.00
English Learners	245	157	64.08	35.92	1.92
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	674	436	64.69	35.31	16.78
Students Receiving Migrant Education Services	79	49	62.03	37.97	16.33
Students with Disabilities	88	60	68.18	31.82	1.67

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

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