

California Virtual Academy at Maricopa

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	California Virtual Academy at Maricopa
Street	2360 Shasta Way, Unit A
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-2020
Principal	Kimberly Walker
E-mail Address	admin@caliva.org
Grades Served	K-8
CDS Code	15-63628-0127183

District Contact Information	
District Name	California Virtual Academy at Maricopa
Phone Number	805.581.0202
Superintendent	Katrina Abston
E-mail Address	kabston@caliva.org
Web Site	www.caliva.org

School Description and Mission Statement (Most Recent Year)

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

The goals of our educational program include:

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

Our Mission Statement

The mission of the California Virtual Academy @ Maricopa is to provide California students with an excellent education, grounded in high academic standards, which will help them to achieve their full academic and social potential.

The core philosophy of the California Virtual Academy @ Maricopa is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Community Day is a blended learning model that provides in-person instruction to students. Students receive instruction in the areas of Math and LA. Community Day has 3 locations; Bakersfield, Redlands and Hesperia. They all serve students in grades K-8 for 3.5 hours every Tuesday. Redlands provides an additional 3.5 hour day of instruction on Thursday. Students also participate in activities such as reading buddies, yearbook, student council, STEM learning opportunities, PE instruction, and more. Students and teachers also lead a community service project each year.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	109
Grade 1	153
Grade 2	142
Grade 3	150
Grade 4	157
Grade 5	163
Grade 6	151
Grade 7	175
Grade 8	175
Total Enrollment	1,375

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	1.7
Asian	3.8
Filipino	1.1
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.7
White	50.5
Socioeconomically Disadvantaged	64.9
English Learners	1.9
Students with Disabilities	9.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	100%	100%	100%	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June 2014

CAVA is a public charter school. Students are provided new curriculum each year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K12 Materials are provided new to students at enrollment and each year when curriculum is mastered.	Yes	0%
Mathematics	K12 Materials	Yes	0%
Science	K12 Materials	Yes	0%
History-Social Science	K12 Materials	Yes	0%
Foreign Language	Middlebury	Yes	0%
Health	K12	Yes	0%
Visual and Performing Arts	CAVA is an independent study program that is not site based. Art is provided by K12.	Yes	0%
Science Laboratory Equipment (grades 9-12)	CAVA is not a site based program. All materials are provided by K12 curriculum.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

CAVA is a non-site based facility.

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	32	11	44
Mathematics	20	9	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	151	120	79.5	43	28	19	11
	4	158	133	84.2	54	21	11	12
	5	159	131	82.4	44	23	23	11
	6	139	124	89.2	41	27	24	7
	7	176	157	89.2	32	30	31	6
	8	179	159	88.8	35	31	25	10
Male	3		68	45.0	43	34	16	7
	4		71	44.9	52	23	11	13
	5		66	41.5	45	23	18	14
	6		62	44.6	47	24	21	6
	7		77	43.8	32	29	34	5
	8		79	44.1	43	27	24	6
Female	3		52	34.4	42	19	23	15
	4		62	39.2	56	19	11	11
	5		65	40.9	42	23	28	8
	6		62	44.6	35	29	27	8
	7		80	45.5	31	31	29	8
	8		80	44.7	26	35	25	14
Black or African American	3		15	9.9	53	27	20	0
	4		17	10.8	65	18	6	12
	5		8	5.0	--	--	--	--
	6		20	14.4	40	20	35	5
	7		20	11.4	30	50	20	0
	8		28	15.6	43	21	36	0
American Indian or Alaska Native	3		2	1.3	--	--	--	--
	4		3	1.9	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	1.4	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	1.7	--	--	--	--
Asian	3		3	2.0	--	--	--	--
	4		6	3.8	--	--	--	--
	5		5	3.1	--	--	--	--
	6		4	2.9	--	--	--	--
	7		3	1.7	--	--	--	--
	8		11	6.1	9	55	9	27
Filipino	5		1	0.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		2	1.1	--	--	--	--
	8		3	1.7	--	--	--	--
Hispanic or Latino	3		38	25.2	37	34	21	8
	4		39	24.7	51	33	8	8
	5		51	32.1	55	16	22	8
	6		34	24.5	35	38	21	6
	7		50	28.4	40	30	26	4
	8		45	25.1	36	31	24	9
Native Hawaiian or Pacific Islander	4		2	1.3	--	--	--	--
	5		1	0.6	--	--	--	--
	7		1	0.6	--	--	--	--
White	3		60	39.7	45	22	18	15
	4		64	40.5	53	16	16	13
	5		60	37.7	37	30	22	12
	6		63	45.3	44	24	21	10
	7		80	45.5	29	25	36	9
	8		68	38.0	35	31	22	12
Two or More Races	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		80	53.0	51	29	11	9
	4		86	54.4	62	17	7	12
	5		68	42.8	51	19	22	7
	6		74	53.2	49	24	20	5
	7		109	61.9	37	31	26	6
	8		110	61.5	39	31	22	8
English Learners	3		4	2.6	--	--	--	--
	4		6	3.8	--	--	--	--
	5		4	2.5	--	--	--	--
	6		3	2.2	--	--	--	--
	7		3	1.7	--	--	--	--
	8		0	0.0	--	--	--	--
Students with Disabilities	3		14	9.3	64	29	7	0
	4		17	10.8	65	18	6	12
	5		13	8.2	77	23	0	0
	6		19	13.7	74	16	11	0
	7		22	12.5	55	23	23	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		21	11.7	71	14	14	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	151	120	79.5	56	21	17	7
	4	158	132	83.5	48	30	17	5
	5	159	131	82.4	55	27	10	8
	6	139	124	89.2	48	33	11	7
	7	176	156	88.6	41	37	17	5
	8	179	159	88.8	56	26	9	9
Male	3		68	45.0	56	22	16	6
	4		71	44.9	44	28	21	7
	5		66	41.5	53	23	12	12
	6		62	44.6	48	26	15	10
	7		76	43.2	41	33	21	5
	8		79	44.1	63	24	4	9
Female	3		52	34.4	56	19	17	8
	4		61	38.6	52	33	13	2
	5		65	40.9	57	31	8	5
	6		62	44.6	47	40	8	5
	7		80	45.5	41	40	14	5
	8		80	44.7	49	28	15	9
Black or African American	3		15	9.9	67	20	7	7
	4		17	10.8	65	18	18	0
	5		8	5.0	--	--	--	--
	6		20	14.4	60	30	5	5
	7		20	11.4	60	30	10	0
	8		28	15.6	64	29	0	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		2	1.3	--	--	--	--
	4		3	1.9	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	1.4	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	1.7	--	--	--	--
Asian	3		3	2.0	--	--	--	--
	4		6	3.8	--	--	--	--
	5		5	3.1	--	--	--	--
	6		4	2.9	--	--	--	--
	7		3	1.7	--	--	--	--
	8		11	6.1	27	45	0	27
Filipino	5		1	0.6	--	--	--	--
	7		2	1.1	--	--	--	--
	8		3	1.7	--	--	--	--
Hispanic or Latino	3		38	25.2	58	18	11	13
	4		39	24.7	44	41	13	3
	5		51	32.1	65	24	8	4
	6		34	24.5	50	29	12	9
	7		50	28.4	42	40	16	2
	8		45	25.1	71	11	9	9
Native Hawaiian or Pacific Islander	4		2	1.3	--	--	--	--
	5		1	0.6	--	--	--	--
	7		1	0.6	--	--	--	--
White	3		60	39.7	55	20	22	3
	4		63	39.9	46	29	21	5
	5		60	37.7	52	27	8	13
	6		63	45.3	41	38	11	8
	7		79	44.9	38	37	18	8
	8		68	38.0	47	31	16	6
Two or More Races	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		80	53.0	68	16	11	5
	4		85	53.8	54	27	15	4
	5		68	42.8	63	22	10	4
	6		74	53.2	55	23	14	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		108	61.4	46	35	14	5
	8		110	61.5	60	27	6	6
English Learners	3		4	2.6	--	--	--	--
	4		6	3.8	--	--	--	--
	5		4	2.5	--	--	--	--
	6		3	2.2	--	--	--	--
	7		3	1.7	--	--	--	--
	8		0	0.0	--	--	--	--
Students with Disabilities	3		14	9.3	86	7	7	0
	4		17	10.8	59	29	6	6
	5		13	8.2	92	8	0	0
	6		19	13.7	68	21	5	5
	7		22	12.5	73	14	14	0
	8		21	11.7	90	10	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	42	53	37	35	33	11	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	11
All Students at the School	37
Male	39
Female	35
Black or African American	30
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	--
White	43
Two or More Races	--
Socioeconomically Disadvantaged	10
English Learners	--
Students with Disabilities	29
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.60	18.70	11.40
7	21.40	17.10	13.70

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parents are an extremely important part of California Virtual Academy @ Maricopa (CAVA @ Maricopa). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of CAVA @ Maricopa students state that they are more involved in their child's education than they were at their previous school. Some parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. The mentors support and encourage families in learning to navigate the day-to-day management of home education. Parents are given an opportunity to make their voices heard (both online and offline) and provide their opinions on the direction of the school. Some parents will be asked to give critiques and/or testimonials about the program.

Direct parental involvement is fundamental to the school's success. Parents are involved from the start of the school year by researching our program and choosing to enroll their child in our school. Parents attend a registration conference and agree to the enrollment requirements. By completing these steps, parents show they are committed to being an active member of their student's education team in our program.

Parental involvement is enhanced by the fact that the school will be educating not only students, but also its parents. Parents will be trained on the K12 instructional system, and taught how to be effective instructional coaches under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become expert e-mail and Internet users and will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. Parents will have a rich social networking experience with the school Facebook site and Yahoo Groups. We have many resources available both online and offline. There are ongoing Parent/Learning Coach training opportunities through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff-presented Learning Coach workshops. Elementary and Middle School teachers are offering our parents Parent Education sessions. These sessions provide support to our parents with understanding and working with their students in the common core curriculum for mathematics and English language arts. Sessions will also include supporting parents with how to get the best work from their students as well as reviewing and grading their student's work. Sessions were developed by surveying our CAVA @ Maricopa parents of their needs. We have a very detailed Parent Student Handbook, Special Education handbook and CAVA @ Maricopa New Parent Resource Guide. We have a Parent Mentor program to provide the ultimate one on one experience for Learning Coaches who would like a mentor to support them in their journey.

At each Community Day site, parents are invited to attend in-person parent support sessions. These sessions are practical, hands-on workshops that provide relevant information to parents so they can better understand the curriculum and support their students. Topics include: writing process/expectations, student organization/motivation, understanding common core math, supporting/developing reading fluency/building comprehension, and CAASPP. These sessions encourage collaboration and connection with other parents. Parents are also invited to observe classroom instruction.

Parents are actively encouraged to participate in CAVA @ Maricopa planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings. We have parent representatives on the CAVA @ Maricopa school board and the School Site Council. The local Community Day sites have active parent-organized leadership teams that supports activities at the sites. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The CAVA @ Maricopa community encourages parents to discover the resource that best meets their needs. We have many layers of support in place, as well as opportunities for parent leadership.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.90	1.41	2.48	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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

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

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	35			2	12			30	1		
1	3	37			1	15			25	1		
2	2	67			1	5			25	1		
3	2	55			1	9			25	1		
4	2	75			1	13			30	1		
5	2	68			1	26			25	2		
6	3	56			1	42			30	2		
Other	4	7			2	4			30	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									25	1		
Mathematics									25	1		
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	600
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	8.25	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5850	434	5416	42000
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	1.3	-29.4

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

Types of Services Funded (Fiscal Year 2014-15)

CAVA adheres to state and Federal regulations for all services funded. California Virtual Academies (CAVA) receives funding for Title I services. CAVA also receives funding for Special Education services. CAVA provides SES services for those who qualify and apply. CAVA also has intervention programs to use with students who need extra support. CAVA uses Scantron, I Ready and other specific programs to meet student needs. CAVA also uses Rosetta Stone for English Language Learners.

California Virtual Academies@ Maricopa opened in 2012

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	38,126	\$38,953
Mid-Range Teacher Salary	41,500	\$57,103
Highest Teacher Salary	45,000	\$74,127
Average Principal Salary (Elementary)	42,000	\$90,225
Average Principal Salary (Middle)	58,000	\$98,146
Average Principal Salary (High)	66,500	\$97,758
Superintendent Salary		\$117,803
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	2%	7%

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

Professional Development (Most Recent Three Years)

California Virtual Academy @ Maricopa's (CAVA @ Maricopa) professional development activities for the K-8th grade staff are designed to be pertinent to staff professional needs and to enhance student instruction and learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop instructional techniques, strategies, organization, and classroom management skills.

CAVA @ Maricopa's administration staff holds meetings in person, as well as virtually, various time of the year to provide staff professional development. In Person professional development meetings occur at the beginning of the school year, and quarterly thereafter. Virtual teacher meetings also occur regularly throughout the year, both weekly with local teacher teams and monthly to provide All Staff Professional Development. Teachers are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession. Administration provides surveys to both staff members and parents to determine areas of need in Professional Development for teachers on a regular basis (monthly and at the end of each school year).

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

Each department within the school provides specific professional development for teachers.

The Elementary Department staff participates in both in-person and virtual professional development throughout the year. A one-day, in-person professional development conference is held in August prior to students starting school. This conference provides dynamic opportunities for all elementary staff to engage in collaboration, professional development, and preparation for the upcoming school year. It also provides a unique venue for teachers and leaders alike to work together in person, both in large and small groups, to focus on program updates, instructional excellence, and student achievement.

Professional Development topics for each school year are selected based on feedback provided by staff on surveys and from our Student Achievement Plans, which are grade-level curriculum and support maps to help teachers guide their instruction and support students on their individual path to success. Virtual professional developments are held monthly and 2015-16 topics include: i-Ready: Understanding the Data and Utilizing the Resources for Effective Instruction, Effective Instruction: Planning with the End in Mind (using rubrics and anchors to teach effectively), Student Engagement in the Virtual Classroom, Student Referral Processes; Standards Mastery/Mid-Year Diagnostic; Instructional Grouping, Common Core State Standards Valentine Party, and Planning for a Strong Finish to the 15-16 school year. In addition, staff has utilized the book Teach Like A Champion for two years as part of ongoing professional development.

Professional Learning Communities (PLCs) were initiated in January of 2015. These monthly collaborative group meetings allow grade level/content specific teachers to meet together, dive into and dissect the Common Core State Standards, and plan for effective instruction "with the end result in mind." Based on the amount of positive teacher feedback received, PLCs have continued for the 2015-2016 school year.

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

Elementary staff are encouraged and supported with attending professional development opportunities outside of CAVA @ Maricopa. Staff that attend an outside conference present an overview of what was learned and/or provide training to colleagues. PD events that have been attended by the elementary staff include the STEM Conference.

Middle school staff professional development is determined by survey feedback of all middle school staff. Administration chose specific topics of focus based on the results of the survey, which specifically included: Meaningful Instruction Based on Student Data, Rescuing At Risk Students, Setting High Student Expectations, and Monitoring Student Growth and Potential.

Based on teacher's area of focus of student academic needs through the course of the school year, strategic professional development was provided to support teachers in student engagement and academic achievement. The structure of the professional development meetings was research based in an adult learner format, along with the "CAVA @ Maricopa Connection" for each topic. From the results of each monthly survey, administration continued to ensure that this professional development remained relevant for teachers and students achievement.

Further, the Maricopa Middle School teachers and administrators meet quarterly in person. These in person meetings are designed for teachers to collaborate on student achievement and instructional planning.

CAVA @ Maricopa's Intervention Specialists work closely with those students who are struggling with math and language arts. Professional development for this team has focused on instructional strategies for improving the quality of instruction, closely monitoring progress, and adapting lessons to meet the needs of individual learners. The intervention department partnered with an expert from the National Center on Intensive Intervention to provide professional development tailored to the unique needs of this team. Professional development is in-person once per semester, and occurs virtually monthly. These events encourage staff to collaborate and participate in case studies to strengthen the impact of instruction with CAVA @ Maricopa students.