

# California Virtual Academy at Maricopa High School

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	California Virtual Academy at Maricopa High School
<b>Street</b>	2360 Shasta Way, Unit A
<b>City, State, Zip</b>	Simi Valley, CA 93065
<b>Phone Number</b>	805-581-2020
<b>Principal</b>	Rebecca Mortier
<b>E-mail Address</b>	admin@caliva.org
<b>Grades Served</b>	9-12
<b>CDS Code</b>	15-63628-0127209

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

### School Description and Mission Statement (Most Recent Year)

California Virtual Academy High School @ 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 High School @ 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 High School @ 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 and support to students. Community Day serves HS students at the Redlands Community Day site for 3.5 hours each Tuesday. High school students receive general help with courses, progress, study skills, and content curriculum, as appropriate. They also participate in peer tutoring, yearbook, connection activities and more. Students and teachers also lead a community service project each year.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	179
<b>Grade 10</b>	197
<b>Grade 11</b>	171
<b>Grade 12</b>	120
<b>Total Enrollment</b>	667

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	1.5
Asian	2.7
Filipino	1.9
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.6
White	51.6
Socioeconomically Disadvantaged	61.2
English Learners	1.6
Students with Disabilities	10.8
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	98.4	1.6
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

California Virtual Academy High School @ Maricopa 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	California Virtual Academy High School @ Maricopa is an independent study program that is not site based. Art is provided by K12.	Yes	0%
Science Laboratory Equipment (grades 9-12)	California Virtual Academy High School @ Maricopa is not a site based program. All materials are provided by K12 curriculum.	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

California Virtual Academy High School @ Maricopa 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	53	11	44
Mathematics	14	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	11	176	134	76.1	16	29	36	17
Male	11		46	26.1	24	22	33	20
Female	11		88	50.0	11	33	38	16
Black or African American	11		15	8.5	13	47	27	13
American Indian or Alaska Native	11		3	1.7	--	--	--	--
Asian	11		4	2.3	--	--	--	--
Filipino	11		3	1.7	--	--	--	--
Hispanic or Latino	11		44	25.0	16	34	30	20
Native Hawaiian or Pacific Islander	11		1	0.6	--	--	--	--
White	11		62	35.2	16	24	42	15
Socioeconomically Disadvantaged	11		80	45.5	19	35	30	14
English Learners	11		4	2.3	--	--	--	--
Students with Disabilities	11		13	7.4	54	8	23	0
Foster Youth	11		--	--	--	--	--	--

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	11	176	133	75.6	53	32	12	2
Male	11		45	25.6	51	33	13	2
Female	11		88	50.0	53	32	11	1
Black or African American	11		15	8.5	60	40	0	0
American Indian or Alaska Native	11		3	1.7	--	--	--	--
Asian	11		4	2.3	--	--	--	--
Filipino	11		3	1.7	--	--	--	--
Hispanic or Latino	11		44	25.0	48	41	9	2
Native Hawaiian or Pacific Islander	11		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
White	11		61	34.7	57	26	13	2
Socioeconomically Disadvantaged	11		79	44.9	54	27	16	1
English Learners	11		4	2.3	--	--	--	--
Students with Disabilities	11		12	6.8	92	8	0	0
Foster Youth	11		--	--	--	--	--	--

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)	36	49	39	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	39
Male	49
Female	31
Black or African American	29
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	24
White	50
Two or More Races	--
Socioeconomically Disadvantaged	14
English Learners	--
Students with Disabilities	32
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.

## Career Technical Education Programs (School Year 2014-15)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

We do not offer CTE.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	65.67
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	58	54	54	56	52	52	57	56	58
Mathematics	37	42	40	38	42	40	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	48	27	25	60	29	11
All Students at the School	46	28	26	60	30	10
Male	51	26	22	55	33	12
Female	42	30	29	63	28	9
Black or African American	23	54	23	62	31	8
Hispanic or Latino	49	29	22	67	25	7
White	45	25	30	53	35	12
Socioeconomically Disadvantaged	40	35	25	61	30	9
Students with Disabilities	87		13	88	13	

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.

## 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
9	27.70	17.80	11.90

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 High School @ Maricopa. Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed, parents of California Virtual Academy High School @ Maricopa students state that they are more involved in their child's education than they were at their previous 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. Sessions are offered at the start of each term to assist families with becoming familiar with the school's learning management system, procedures and policies. 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, and a number of training opportunities are available through K12 Speaker Series, Online School tutorials, School Effectively at Home workshops and staff presented Learning Coach workshops. We have a very detailed Parent Student handbook, Special Education handbook and California Virtual Academy High School @ Maricopa New Parent Resource Guide.

Parent-Teacher conferences are held throughout the school year as a time for the team to meet and discuss the student's goals and academic progress. The Individualized Learning Plan is an important part of this process, as it is a living document that is accessible to parents at any time through the parent portal.

At the Redlands 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 support their students. Topics include: writing process, student organization, motivation and study skills and CAASPP. These sessions encourage collaboration and connection with other parents.

Parents are actively encouraged to participate in California Virtual Academy High School @ 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 California Virtual Academy High School @ Maricopa school board and the School Site Council. The Community Day site has an active parent-organized leadership team that supports activities at the site. We offer community-building at the school and state level, as well as the national level with other virtual academies.

The California Virtual Academy High School @ 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: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		15.20	20.20		34.50	39.10	13.10	11.40	11.50
Graduation Rate		67.09	58.82		65.52	60.87	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	82.24	84.3	84.6
Black or African American	66.67	66.67	76
American Indian or Alaska Native			78.07
Asian	100	100	92.62
Filipino	100	100	96.49
Hispanic or Latino	77.5	81.25	81.28
Native Hawaiian/Pacific Islander			83.58
White	91.67	92.59	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	72.73	72.73	61.28
English Learners		200	50.76
Students with Disabilities	74.55	79.1	81.36
Foster Youth	--	--	--

## 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 High School @ Maricopa 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	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	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	N/A	Yes	Yes
Met Graduation Rate	Yes	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2015-2016	
Year in Program Improvement*	Year 1	
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 (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	8			25	8			25	8		
Mathematics	25	8			25	8			25	8		
Science	25	8			25	8			25	8		
Social Science	25	8			25	8			25	8		

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	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	4.5	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	7228	529	6699	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	25.3	-29.4

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

### Types of Services Funded (Fiscal Year 2014-15)

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

### 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)	67,000	\$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/>.

### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	8	.1

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

California Virtual Academy High School @ Maricopa professional development, for the K-12th grade staff, activities are designed by staff to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and management skills.

Professional Development is offered to staff both virtually (monthly) and in-person (quarterly). At the end of the year, a needs assessment is completed by staff, and the results are used to create the professional development plan offered to staff. While the initial professional development session topics are planned based on staff survey results, additional topics are added throughout the year as the needs arise. Our professional development sessions have included topics as Supporting Struggling Students, Engagement, Communicating Objectives and Expectations, Effective Communication in the Virtual Environment, and Student Achievement. In addition, there is a process in place for teachers to submit proposals for outside professional development.

California Virtual Academy High School @ 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 California Virtual Academy High School @ Maricopa students.