

California Virtual Academy at Maricopa High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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

District Contact Information	
District Name	California Virtual Academy at Maricopa High School
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 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 Academies 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 Academies 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	187
Grade 10	180
Grade 11	163
Grade 12	107
Total Enrollment	637

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	1.9
Hispanic or Latino	29.0
Native Hawaiian or Pacific Islander	0.5
White	53.4
Two or More Races	0.0
Socioeconomically Disadvantaged	58.1
English Learners	0.9
Students with Disabilities	9.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	100%	100%	100%	100%
Without Full Credential	0	0	0	0%
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.49	0.51
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	50.00	50.00

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 2014-15)

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)		37	49	34	40	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Student at the School	49
Male	54
Female	46
Black or African American	19
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	
White	58
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	
Students with Disabilities	27
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts			50	39	42	46	54	56	55
Mathematics			8	24	25	26	49	50	50
History-Social Science			35	30	32	33	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			3
Similar Schools			2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	N/A		B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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 2013-14)

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
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	20.04
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	1.39

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 All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts		58	54	17	56	52	56	57	56
Mathematics		37	42	16	38	42	58	60	62

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 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	31	21	58	31	10
All Students at the School	46	31	23	58	31	11
Male	48	34	18	56	31	13
Female	44	29	27	59	30	10
Black or African American	46	38	15	69	23	8
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	56	23	21	66	26	9
Native Hawaiian or Pacific Islander						
White	40	38	22	53	35	13
Two or More Races						
Socioeconomically Disadvantaged	51	25	25	58	35	7
English Learners						
Students with Disabilities	100			85	15	
Students Receiving Migrant Education Services						

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 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	34.5	17.2	14.9

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 Academies (CAVA). Parents will help us to evaluate the school's program each year through meetings and surveys. Each year when surveyed parents in CAVA they state are more involved in their child's education than 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 also supportive and encouraging with the day to day home education management. Parents will be given an opportunity to make their voices heard (both on-line and off-line) about their likes and dislikes about 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 in our program. Parents attend a registration conference and agree to the enrollment requirements. These show they are committed to being an active member of the education team for their student in our program.

Parental involvement is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be trained on the K12 instructional system. Parents will be taught how to be effective instructional coaches, under the guidance of 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. We have a very detailed Parent Student handbook, Special Education handbook and CAVA 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.

Parents are actively encouraged to participate in CAVA 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 school board and the School Site Council. Where available we have a Parent-organized leadership team at a Community Day site. We offer community building at the school level, the state level and nationally with other virtual academies.

In this community it is just discovering the resource that best meets your 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate			15.2			34.5	14.7	13.1	11.4
Graduation Rate			67.09	73.91	62.50	65.52	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	73.47	77.12	84.56
Black or African American	57.14	57.14	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	100.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	66.67	74.19	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	83.64	84.51	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	82.05	83.64	82.58
English Learners	0.00	0.00	53.68
Students with Disabilities	33.33	50.00	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions		0.0	0	2.5	0.9	1.4	5.7	5.1	4.4
Expulsions		0.0	0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	No	
Met Participation Rate: Mathematics	No	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

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	---	2
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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				15	36	1	6	12	50	6	1	
Mathematics				14	44	6	3	10	49	5		
Science				11	35	1	5	11	34	3		
Social Science				14	25	1	5	12	34	4		

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 2013-14)

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	4.5	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7228	529	6699	39559
District	---	---		
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	42.8	-31.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,152
Mid-Range Teacher Salary		\$55,573
Highest Teacher Salary		\$71,908
Average Principal Salary (Elementary)		\$87,660
Average Principal Salary (Middle)		\$92,424
Average Principal Salary (High)		\$93,606
Superintendent Salary		\$116,538
Percent of Budget for Teacher Salaries	33	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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	2	---
Science	3	---
Social Science	4	---
All courses	15	4%

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

California Virtual Academies (CAVA) 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.

CAVA's administration staff meets in person at various time of the year to discuss needs gathers information via surveys from both staff member as well as parents of the students to understand where staff development needs are.. The teachers are also surveyed on a monthly basis and at the end of the year for opportunities to discuss additional needed training. These specific training needs are delivered at the All Staff Professional development on a monthly basis. There are additional trainings available on a weekly basis to staff. Teachers are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession.

Lead teachers are provided as mentor teachers who provide expertise in areas of strength. These teachers have on-going training that support the general staff on a weekly basis.

Teachers also meet in person in their regional teams quarterly to review and discuss issues and concerns that need to be immediately addressed and supported