

# California Virtual Academy at Maricopa 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 |  |
|----------------------------|--|
| <b>School Name</b>         | California Virtual Academy at Maricopa |
| <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>           | Kimberly Walker                        |
| <b>E-mail Address</b>      | admin@caliva.org                       |
| <b>Web Site</b>            | www.caliva.org                         |
| <b>CDS Code</b>            | 15-63628-0127183                       |

| District Contact Information |  |
|------------------------------|--|
| <b>District Name</b>         | California Virtual Academy at Maricopa |
| <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 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 |
|------------------|--------------------|
| Kindergarten     | 140                |
| Grade 1          | 135                |
| Grade 2          | 163                |
| Grade 3          | 155                |
| Grade 4          | 133                |
| Grade 5          | 140                |
| Grade 6          | 163                |
| Grade 7          | 162                |
| Grade 8          | 202                |
| Total Enrollment | 1,393              |

### Student Enrollment by Group (School Year 2013-14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 12.3                        |
| American Indian or Alaska Native    | 1.1                         |
| Asian                               | 3.2                         |
| Filipino                            | 1.4                         |
| Hispanic or Latino                  | 28.2                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 52.5                        |
| Two or More Races                   | 0.0                         |
| Socioeconomically Disadvantaged     | 61.9                        |
| English Learners                    | 1.7                         |
| Students with Disabilities          | 8.9                         |

## 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  | .51  | .51                                     |

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/<br>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.

**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 |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 |               |      |      |   |
| <b>Interior:</b><br>Interior Surfaces                                |               |      |      |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation |               |      |      |   |
| <b>Electrical:</b><br>Electrical                                     |               |      |      |   |

| 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 |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |               |      |      |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            |               |      |      |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                |               |      |      |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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<br>(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 |
| <b>Science (grades 5, 8, and 10)</b> |   | 42      | 53      | 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                     | 53  |
| Male  | 62  |
| Female  | 45  |
| Black or African American                     | 33  |
| American Indian or Alaska Native              |   |
| Asian   |   |
| Filipino                                      |   |
| Hispanic or Latino                            | 53  |
| Native Hawaiian or Pacific Islander           |   |
| White   | 59  |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 45  |
| English Learners                              |   |
| Students with Disabilities                    | 23  |
| 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<br>(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  |   |         | 47      | 39       | 42      | 46      | 54      | 56      | 55      |
| Mathematics            |   |         | 32      | 24       | 25      | 26      | 49      | 50      | 50      |
| History-Social Science |   |         | 32      | 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       |         |         | 2       |
| Similar Schools |         |         | 4       |

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       |                   |         | 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        | 0.00    |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## 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 |   |         |         | 17       | 56      | 52      | 56      | 57      | 56      |
| Mathematics           |   |         |         | 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                       |                       |            |          |                |            |          |
| All Students at the School                    |                       |            |          |                |            |          |
| Male  |                       |            |          |                |            |          |
| Female  |                       |            |          |                |            |          |
| Black or African American                     |                       |            |          |                |            |          |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   |                       |            |          |                |            |          |
| Filipino                                      |                       |            |          |                |            |          |
| Hispanic or Latino                            |                       |            |          |                |            |          |
| Native Hawaiian or Pacific Islander           |                       |            |          |                |            |          |
| White   |                       |            |          |                |            |          |
| Two or More Races                             |                       |            |          |                |            |          |
| Socioeconomically Disadvantaged               |                       |            |          |                |            |          |
| English Learners                              |                       |            |          |                |            |          |
| Students with Disabilities                    |                       |            |          |                |            |          |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

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 |
| 5           | 22.8  | 23.7                  | 24.6                 |
| 7           | 16.7  | 22.0                  | 22.0                 |

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

## 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)

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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, Yahoo Groups, and the Big Think Parent's Lounge. 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    |         |         |         |          |         |         |         |         |         |
| Graduation Rate |         |         |         |          |         |         |         |         |         |

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

| Group                            | Graduating Class of 2013 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     |                          |          |       |
| 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       |                          |          |       |

## 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                              |        |          |
| Met Participation Rate: English-Language Arts |        |          |
| Met Participation Rate: Mathematics           |        |          |
| Met Percent Proficient: English-Language Arts |        |          |
| Met Percent Proficient: Mathematics           |        |          |
| Met Graduation Rate (if applicable)           |        |          |

### 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 (Elementary)

| Grade Level | 2011-12         |                   |       |     | 2012-13         |                   |       |     | 2013-14         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | 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               | 36                |       |     | 30              | 5                 |       |     |
| 1           |                 |                   |       |     | 3               | 41                |       |     | 30              | 5                 |       |     |
| 2           |                 |                   |       |     | 2               | 69                |       |     | 30              | 6                 |       |     |
| 3           |                 |                   |       |     | 2               | 67                |       |     | 30              | 5                 |       |     |
| 4           |                 |                   |       |     | 2               | 79                |       |     | 30              | 5                 |       |     |
| 5           |                 |                   |       |     | 2               | 72                |       |     | 30              | 5                 |       |     |
| 6           |                 |                   |       |     | 3               | 59                |       |     | 30              | 6                 |       |     |

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

### 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  | .5                               | ---   |
| Social Worker                                       | 0                                | ---   |
| Nurse   | 0                                | ---   |
| Speech/Language/Hearing Specialist                  | 1                                | ---   |
| Resource Specialist                                 | 8.25                             | ---   |
| 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                                  | 5850                   | 434                      | 5416                | 38453                  |
| District                                     | ---                    | ---                      |                     |                        |
| Percent Difference: School Site and District | ---                    | ---                      |                     |                        |
| State  | ---                    | ---                      | \$4,690             | \$57,912               |
| Percent Difference: School Site and State    | ---                    | ---                      | 15.5                | -33.6                  |

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.

California Virtual Academies@ Maricopa opened in 2012

### 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         |                               | ---                               |
| English                  |                               | ---                               |
| Fine and Performing Arts |                               | ---                               |
| Foreign Language         |                               | ---                               |
| Mathematics              |                               | ---                               |
| Science                  |                               | ---                               |
| Social Science           |                               | ---                               |
| All courses              |                               |                                   |

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