

California Virtual Academy at Maricopa

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2016-17)

School Contact Information	
School Name	California Virtual Academy at Maricopa
Street	50 Moreland Ave
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-2020
Principal	Lara Titizian
E-mail Address	admin@caliva.org
Web Site	
CDS Code	15-63628-0127183

District Contact Information	
District Name	California Virtual Academy at Maricopa
Phone Number	(805) 581-0202
Superintendent	April Warren
E-mail Address	admin@caliva.org
Web Site	www.caliva.org

School Description and Mission Statement (School Year 2016-17)

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

The goals of our educational program include:

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

Our Mission Statement

The mission of the California Virtual Academy @ Maricopa, is to develop a sense of community where our students, their families and Learning Coaches feel supported in their pursuit of academic success within an alternative model. Our emphasis is on the development of the whole child and we accomplish this through actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, taking the time to get to know each child as an individual and providing a positive environment which prepares our students for success beyond the classroom.

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

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	115
Grade 1	111
Grade 2	121
Grade 3	137
Grade 4	126
Grade 5	134
Grade 6	141
Grade 7	132
Grade 8	176
Total Enrollment	1,193

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.5
Asian	2.3
Filipino	0.9
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.3
White	44.6
Two or More Races	8.1
Socioeconomically Disadvantaged	63.1
English Learners	3
Students with Disabilities	10.3
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	100%	100%	100%	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	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 2016-17)

Year and month in which data were collected: August 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Plus (TK), Language Arts Blue (K), Green (1st), Orange (2nd), and Purple(3rd), Language Arts/Language Skills 4 & 5 English/Language Arts 6, English/Language Arts 7, English/Language Arts 8 Summit English 9, Summit English 10; Core, Comprehensive, Honors, AP, Credit Recovery American Literature, British/World Literature; Journalism, Creative Writing	Yes	0%
Mathematics	Embark Plus (TK), Math+Blue (K), Math+Green (1st), Math+Orange (2nd), Math+Purple (3rd), Math+Read(4th), Math+Yellow (5th), Math 6 (6th), Math 7 (7th), Math 8 (8th) Pre-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Cal/Trig, Personal Finance, Consumer Math, AP Stats, AP Calculus	Yes	0%
Science	Embark Plus (TK), Science K-5 Earth Science (6th), Life Science (7th), Physical Science (8th) Core, Comprehensive, Honors, Earth Science; Core, Comprehensive, Honors, AP, Biology; Core, Comp, Honors, AP Chemistry; Comp & Honors Physics	Yes	0%
History-Social Science	Embark Plus (TK), History K-4, CA State History, American History A (5th), World History A (6th) World History B (7th), American History (8th) Core, Comprehensive, AP, and Honors, World and US History; Core, Comp, Core, Credit Recovery Government and Economics; Credit Recovery US History	Yes	0%
Foreign Language	Spanish, French, German Year 1 & Year 2 (3rd-5th), Latin Year 1 (3rd-5th) Middle School Spanish, French, German, Latin, and Chinese Year 1 & Year 2 (6th - 8th) Spanish 1, 2, 3, & AP (HS), French 1-3 (HS)	Yes	0%
Health	High School Skills for Health and Health Science	Yes	0%
Visual and Performing Arts	Embark Plus (TK), Art K-4, American Art A (5th), World Art A & B, American Art (6th - 8th) Embark Plus (TK), Spotlight on Music (K-5), Spotlight on Music (6th - 8th) Fine Art, Music Appreciation, Digital Arts 1 & 2, and Image Design and Editing (HS)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Non-site based program so no lab equipment.		

School Facility Conditions and Planned Improvements (Most Recent Year)

CAVA is a non-site based independent study school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 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)

Year and month of the most recent FIT report: N/A				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	32	33	32	44	48
Mathematics	20	17	19	16	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	110	75.9	33.9
	4	139	109	78.4	26.6
	5	137	112	81.8	26.8
	6	156	135	86.5	23.7
	7	139	119	85.6	31.9
	8	202	174	86.1	42.0
Male	3	68	53	77.9	35.9
	4	75	58	77.3	19.0
	5	75	62	82.7	33.9
	6	76	67	88.2	20.9
	7	74	63	85.1	31.8
	8	96	79	82.3	38.0
Female	3	77	57	74.0	32.1
	4	64	51	79.7	35.3
	5	62	50	80.7	18.0
	6	80	68	85.0	26.5
	7	65	56	86.2	32.1
	8	106	95	89.6	45.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	15	11	73.3	27.3
	4	17	12	70.6	
	5	17	12	70.6	25.0
	6	13	12	92.3	16.7
	7	19	17	89.5	35.3
	8	19	19	100.0	36.8
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	42	32	76.2	40.6
	4	48	39	81.3	23.1
	5	36	29	80.6	6.9
	6	56	46	82.1	26.1
	7	39	35	89.7	40.0
	8	62	53	85.5	41.5
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	60	43	71.7	28.6
	4	57	43	75.4	32.6
	5	63	54	85.7	35.2
	6	69	60	87.0	21.7
	7	69	55	79.7	21.8
	8	102	87	85.3	43.7
Two or More Races	3	14	11	78.6	27.3
	4	11	9	81.8	44.4
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Socioeconomically Disadvantaged	3	87	70	80.5	22.9
	4	88	70	79.5	15.7
	5	78	62	79.5	14.5
	6	93	79	85.0	15.2
	7	91	80	87.9	28.8
	8	125	109	87.2	42.2
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	18	9	50.0	33.3
	5	23	20	87.0	10.0
	6	22	18	81.8	
	7	19	16	84.2	6.3
	8	19	16	84.2	25.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	108	74.5	21.3
	4	139	109	78.4	16.5
	5	137	112	81.8	15.2
	6	156	135	86.5	14.8
	7	139	118	84.9	19.5
	8	202	173	85.6	15.0
Male	3	68	53	77.9	22.6
	4	75	58	77.3	13.8
	5	75	62	82.7	22.6
	6	76	67	88.2	14.9
	7	74	62	83.8	25.8
	8	96	78	81.3	15.4
Female	3	77	55	71.4	20.0
	4	64	51	79.7	19.6
	5	62	50	80.7	6.0
	6	80	68	85.0	14.7
	7	65	56	86.2	12.5
	8	106	95	89.6	14.7
Black or African American	3	15	11	73.3	9.1
	4	17	12	70.6	
	5	17	12	70.6	8.3
	6	13	12	92.3	16.7
	7	19	17	89.5	5.9
	8	19	19	100.0	10.5
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	42	32	76.2	18.8
	4	48	39	81.3	10.3
	5	36	29	80.6	3.5
	6	56	46	82.1	10.9
	7	39	35	89.7	22.9
	8	62	53	85.5	15.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	60	41	68.3	19.5
	4	57	43	75.4	23.3
	5	63	54	85.7	20.4
	6	69	60	87.0	13.3
	7	69	54	78.3	16.7
	8	102	86	84.3	12.8
Two or More Races	3	14	11	78.6	27.3
	4	11	9	81.8	33.3
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	87	70	80.5	10.0
	4	88	70	79.5	7.1
	5	78	62	79.5	6.5
	6	93	79	85.0	8.9
	7	91	79	86.8	17.7
	8	125	109	87.2	12.8
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	18	9	50.0	
	5	23	20	87.0	5.0
	6	22	18	81.8	
	7	19	16	84.2	
	8	19	16	84.2	6.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	37	34	33	11	36	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	338	283	83.7	33.9
Male	170	139	81.8	44.6
Female	168	144	85.7	23.6
Black or African American	36	31	86.1	22.6
Asian	11	9	81.8	33.3
Hispanic or Latino	98	81	82.7	28.4
White	165	140	84.9	37.1
Two or More Races	14	11	78.6	63.6
Socioeconomically Disadvantaged	203	171	84.2	29.8
English Learners	14	13	92.9	23.1
Students with Disabilities	42	36	85.7	27.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.4	21.1	5.3
7	24	20	12

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 (School Year 2016-17)

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

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

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

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

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	1.4	2.5	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	2	12			1	10			1	10		
1	1	15			1	25			1	25		
2	1	5			1	8			1	8		
3	1	9			1	3			1	3		
4	1	13			1	30			1	30		
5	1	26			1	39			1	39		
6	1	42			1	56			1	56		
Other	2	4			6	5			6	5		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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					1	3			1	3		
Mathematics					3	2			3	2		
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	550
Counselor (Social/Behavioral or Career Development)	0	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	0	N/A
Resource Specialist	0	N/A
Other	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,658	\$1,223	\$7,436	\$52,891
District	N/A	N/A	na	na
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	31.0	-12.9

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

Types of Services Funded (Fiscal Year 2015-16)

CAVA ensures that resources are allocated to support learning for all students while adhering to state and federal regulations. We receive Title I, Part A, Title II, Part A, and Special Education funds. Title I funds are primarily used to provide a 3-tiered intervention program for students who need extra support. Title II funds are used for professional development for staff. Special Education services are offered within our full- inclusion, general education, independent study model. These services are available for all students who have been identified as qualifying for special services. All English Language Learners are provided an English Language Development program that includes online instruction and an online program, ESL Reading Smart.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (Elementary)		\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)		\$100,453
Superintendent Salary		\$123,728
Percent of Budget for Teacher Salaries	26%	32%
Percent of Budget for Administrative Salaries	1%	6%

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

Professional Development (Most Recent Three Years)

California Virtual Academy @ Maricopa's (CAVA @ Maricopa) professional development activities for all staff, between TK-12th grade, are designed to be pertinent to staff professional needs and to enhance student instruction and learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop instructional techniques, strategies, organization, and classroom management skills.

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

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

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

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

Professional Development topics for each school year are selected based on feedback provided by staff on surveys and from our Student Achievement Plans, which are grade-level curriculum and support maps to help teachers guide their instruction and support students on their individual path to success. Two more in-person professional developments are held throughout the school year. Once in October and once in March. Grade level collaboration takes up the majority of the agenda for these two meetings. Curriculum Roundtables are held each quarter by the curriculum team on various topics to help teachers with the curriculum. Grade level collaboration is encouraged weekly. Instructional coaches provide individual professional plans to each teacher to help them with their instructional goals.

Middle school staff professional development (PD) is determined by survey feedback received from of all middle school staff. The Middle School PD sessions include teacher resources and collaboration time to support teachers in student engagement and overall academic achievement. Our all staff Professional Development meetings are followed by Professional Learning Communities (PLC) to ensure teachers have time to collaborate within grade levels, with their colleagues.

Some of our Professional Development and Professional Learning Community topics included: Reporting Student Performance with a PLC focus on Giving effective feedback Rubrics & Grading, Inclusive Classroom Teaching, with a PLC focus of Prevention vs. Intervention, Polishing and refining student work, with a PLC focus of Renewed attention to qualitative aspects of student work. Further, the Maricopa Middle School teachers and administrators meet each semester in person. These in-person meetings are designed for teachers to collaborate on student achievement and instructional planning. Instructional coaching is also an important part of professional development. The Middle School team has implemented instructional coaching through informal walk thru or pop-in visits as well as non-evaluative formalize observations where the regional lead meets with the teacher after the observation to reflect upon the instruction, live data, and desired growth of the teacher.

High school staff participates in professional development both in-person and virtually. Staff participates in an in-person professional development in August before students return as well as at least one additional in-person professional development in each semester focused on topics related to identified staff and student needs at that time. In addition, high school staff participates virtually in monthly professional development in their regional teams as well as with their curriculum specialists.

To determine professional develop needs, a needs assessment is used to identify professional development topics that are offered throughout the year for high school staff. Initial topics are chosen based on the results of a survey sent to staff several time each year, with adjustments to professional development offered as needs arise. Topics covered have included, Instructional Strategies, Communicating Expectations, Supporting At Risk Students, Student Engagement, Providing Meaningful Feedback, and Supporting Academic Achievement. Teachers are encouraged to lead these professional development opportunities. In addition, all staff members are encouraged to seek outside professional development to meet additional individual needs by submitting a proposal which is reviewed by administration and approved in accordance with LCAP Goals.

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