AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at Maricopa
June 17, 2024
1:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128
Meeting ID: 344 627 9195

ORIGINAL

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The California Virtual Academy at Maricopa ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Virtual Academy Office (805-581-0202).

2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the California Virtual Academy Office (805-581-0202) seventy two hours in advance of the meeting.

3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.

5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

California Virtual Academy at Maricopa does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.
In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate

alternative modification of the agenda in order participate in Board meetings are invited to contact California Virtual Academy at Maricopa office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 1:00 P.M.

B. ROLL CALL

	Present	Absent
Mr. Kelly Fellows (President)	X	
Ms. Devon Freitas (Secretary)	X	
Ms. Carly Parker	X	

C. FLAG SALUTE

- Latorria Powell led

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 17, 2024** **1:00 PM**
During its Regular Board Meeting

LOCATION: **Zoom Meeting:** https://zoom.us/j/3446279195

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: 1:01 PM

Closing of Public Hearing: 1:02 PM

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board meeting.

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
- Year-end Academic Review
  Amy Maxwell shared summary

- Dashboard Local Indicators
  Lara Titizian shared summary

D. Approval of Previous Board Meeting Minutes
  Moved: Kelly
  2nd: Devon

APPROVED

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

IV. SCHEDULED FOR ACTION

A. BUSINESS

APPROVED

Local Control Accountability Plan (LCAP) BDRPT 01
- No questions asked.

APPROVED

Consolidated Application BDRPT 02
- No questions asked.

APPROVED

FY 2024-25 Preliminary Budget BDRPT 03
- No questions asked.

APPROVED

Ratification of Disbursements BDRPT 04
- No questions asked.

APPROVED

Re-allocation of Special Education Funding for Fiscal Year 2023-24 BDRPT 06
- No questions asked.

B. PERSONNEL

APPROVED

2023-24 Employment Agreements and Terminations BDRPT 08
- No questions asked.

C. INSTRUCTION AND CURRICULUM

APPROVED

Parent/Student Handbook Update BDRPT 09
- No questions asked.

E. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at 1:34 P.M.

LCFF Local Indicators

The State of California has a seamless accountability system that is reported on the CA State Dashboard known as Local Indicators. These local indicators:

- Reflect the emphasis on local control,
- Enable LEAs to measure their progress using local data.
- Provide valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges.
- Informs the Local Control and Accountability Plan (LCAP) planning process.

These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

LEAs will use the local indicators to evaluate and report their progress on priority areas. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Priority 1: Basic Conditions

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Criteria: Met

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	Not Applicable: Exclusively Virtual

LEA annually measures its progress in meeting the Williams settlement requirements, as applicable. Human Resources will provide any instances of misassignment. Principals will report any Williams Act complaints and how they were addressed. In 20-21, there were no cases of misassignment and no Williams Act complaints.

Priority 2: Implementation of State Academic Standards

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Rating Scale (lowest to highest):

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Criteria: Met

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			*Initial Implementation*		
ELD (Aligned to ELA Standards)			*Initial Implementation*		
Mathematics – Common Core State Standards for Mathematics				*Full Implementation*	
Next Generation Science Standards			*Initial Implementation*		
History-Social Science			*Initial Implementation*		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			*Initial Implementation*		
ELD (Aligned to ELA Standards)			*Initial Implementation*		
Mathematics – Common Core State Standards for Mathematics			*Initial Implementation*		
Next Generation Science Standards			*Initial Implementation*		
History-Social Science			*Initial Implementation*		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			*Initial Implementation*		
ELD (Aligned to ELA Standards)			*Initial Implementation*		
Mathematics – Common Core State Standards for Mathematics			*Initial Implementation*		
Next Generation Science Standards		*Beginning Development*			
History-Social Science		*Beginning Development*			

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	1	2	3	4	5
Career Technical Education			*Initial Implementation*		
Health Education Content Standards			*Initial Implementation*		
Physical Education Model Content Standards			*Initial Implementation*		
Visual and Performing Arts			*Initial Implementation*		
World Language		*Beginning Development*			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			*Initial Implementation*		

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers			*Initial Implementation*		
Providing support for teachers on the standards they have not yet mastered			*Initial Implementation*		

Priority 3: Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.
Criteria: Met

Relationships:
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
4 – Full implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.
5 – Full implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
5 – Full Implementation and Sustainability

(4,5,4,5)

Rationale to support scores given for Relationships (1-4):

Current Strengths
The school is dedicated to cultivating trusting and respectful relationships with families to ensure student success in the virtual learning environment. Upon enrollment approval, families receive personalized onboarding support from their designated onboarding coach. This support begins with a warm welcome - an intentional and welcoming inclusion activity, routine, or ritual that builds community and connects to the work ahead. Families receive clear guidance on program expectations, communication channels, and navigating the online platform and resources efficiently. Newly enrolled students and parents experience at least three personalized interactions with their onboarding coach, ensuring a sense of belonging from the start. Spanish-language onboarding support is available for Limited English Proficient (LEP) students and families whose primary language is Spanish.

Teachers proactively connect with families through welcome calls, monthly check-ins, Enduring Connection Calls, academic conferences, and provide live instruction aligned with the California content area standards.

Teachers and staff prioritize student relationships through daily face-to-face interactions. Additionally, we support student and adult resilience with intentional social-emotional learning practices. We have identified the importance of self-awareness, self-management, and executive function in our unique setting – and work to foster these skills among students, teachers, and families.

In addition to classroom interactions, the school offers in-person and virtual activities, clubs, and support sessions. Continuous support is provided to families year-round, including during the summer.

School leaders facilitate regular feedback sessions involving parents, students, and staff, utilizing surveys to gather input and identify areas needing additional support. Special programs, like the Compass program, cater to MKV, Foster youth, and other underrepresented families, focusing on providing resources and supplies, engagement support, and coaching for students and parents, including bilingual engagement and translation services.

The school actively involves parents, students, and staff in planning processes through various channels, ensuring that their voices are heard and valued. Feedback and collaboration happen in Title I meetings, English Learner Advisory Committee (ELAC), and Partner Engagement Sessions, which include priority opportunities for parents, staff, and students to review Local Control and Accountability Plan (LCAP) goals, actions, and services and provide input and suggestions. LCAP feedback informs decision-making and drives programmatic adjustments to ensure that programs offered reflect the priorities of the learning community and that all students are learning.

The school community evaluates data through various accountabilities. These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.

By prioritizing staff development in building strong relationships, creating inclusive environments, understanding diverse family backgrounds, and facilitating accessible communication channels, the school ensures that all families are welcomed, valued, and supported within the educational community.

Current Areas of Improvement

- Continue to refine the Enduring Connection Calls between teachers and students.
- Schoolwide implementation of 3 Signature Practices across all departments
- Training and Professional Development for staff based on trauma-informed practices, to support trusting and respectful relationships with families.
- Provide additional training for all staff on how to access the primary and preferred language of Limited English Proficient (LEP) families.
- Continue to refine the Language Access Plan - a resource that outlines ongoing efforts to improve access for limited English proficient (LEP) individuals – people whose primary language is not English and who have limited ability to read, speak, write, or understand English.
- Continue to develop the Newcomer instructional and family support services provided by the English Language Development (ELD) Department to meet the needs of students in kindergarten through grade twelve (K–12) who were born outside the United States (U.S.) who have arrived in the U.S. in the last three years and who also are still learning English.

Ways We Are Improving for Underrepresented Families

Solid relationships and research-based support/services improve outcomes for underrepresented students. The school provides engagement, attendance, academic, and SEL support for families, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged (SED) students. Support includes removing barriers and providing school supplies and resources, as well as academic support, to help them succeed in the virtual learning environment.

The school has added additional bilingual engagement staff for Spanish-speaking families to provide support throughout the calendar year to expand opportunities for the LEP families in the 23-24 SY and provide an increased level of translation and interpretation support from a live school staff member. Additionally, schoolwide forms and documents have been translated into Spanish, and the school's website now includes a language toggle feature so that families can change the presentation of all information on the site to Spanish with a single click. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing for teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. In order for Limited English Proficient (LEP) families who speak a language other than English or Spanish to access school information, resources are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time as well.

The school seeks the participation of unduplicated students by offering specific onboarding follow-up for SED families who are not meeting designated engagement metrics, an internet subsidy so families can engage and connect with the school community, and the Compass team reaches out to parents and families when SED students are not engaged. We offer workshops to support resilience, specifically designed to support SED parents and families. This series focuses on skills to manage stress, solve problems, reflect on reactions in different situations and practice new ways to respond when facing challenges.

For our Students with Disabilities, GE teachers and Education Specialists do additional outreach and seek their active participation in their child's education. Case Managers ensure families attend Individualized Educational Plan (IEP) meetings, specifically parents/guardians are invited to attend 30-day, annual, and triennial IEPs, evident in Team Meeting Notices. An ongoing area of improvement for the school is to continue analyzing parental engagement data to ensure consistent and significant participation from parents and students in unduplicated groups.

The SEL program uses evidence-based strategies, including CASEL's 3 Signature Practices, to facilitate meaningful connections. These strategies build relationships between students, learning coaches, and staff that help students achieve their academic goals and nurture their social and emotional growth.

Each day teachers provide rigorous, interactive, standards-based synchronous (live) instruction lessons to ensure every child is learning. The schoolwide focus on empowering students as critical thinkers equips them with tools to master the content and skills to be successful in their current grade, ready for the next grade band, graduate on time, and be prepared for college, career, and adult life.

Building Partnerships

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

5 – Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

5 – Full Implementation and Sustainability

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

5 – Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

5 – Full Implementation and Sustainability

(5,5,5,5)

Rationale to support scores given for Building Partnerships (5-8):

Current Strengths

The school fosters strong partnerships with families to ensure student success. Recognizing parents' crucial role in education, particularly in an independent study charter school, the school actively engages parents by providing them with comprehensive information, resources, training, and opportunities to collaborate with other parents to better support their children's learning journey. Regular teacher-family conferences inform parents about their child's progress and academic expectations, while accessible systems grant them access to student grades, assessments, and online activities.

Dedicated engagement and attendance support teams work to keep students involved in their education, focusing on educating parents about school expectations and strategies to remain engaged in their child's daily schooling. The presence of graduation coaches facilitates better understanding among students and parents regarding graduation requirements, progress tracking, and ensuring timely graduation. This information is shared through various channels, including school assemblies, homeroom meetings, and individual conferences.

The school has committed to being a Professional Learning Community (PLC) and strives to incorporate the Three Big Ideas of the PLC process: focus on learning, a collaborative culture, and results orientation. As a result of this work, the school has refined professional development, prioritized collecting evidence of mastery, and created clear communication regarding our school priorities and goals. The collaboration among staff members focuses on discussing student progress and working together to support improved student outcomes. This collaborative work, in turn, allows for strengthened communication of outcomes and progress with students and families during individualized onboarding sessions, monthly Enduring Connection Calls, weekly academic support sessions, and ongoing Academic Conferences.

Dual enrollment programs such as CAVA2College and Stride Career Prep (SCP) provide high school students valuable opportunities to explore career pathways, earn certifications, and prepare for college

and career. Middle school students benefit from career exploration and technology courses and earn high school credit.

To ensure effective communication and engagement, the school utilizes various platforms such as ParentSquare, social media, LC Community (a school-based social media platform for parents/learning coaches), and the school website. These offer the family's essential information and opportunities to build relationships and advocate for their children. The Family Teacher Organization (FTO) further strengthens student support by facilitating collaboration between home and school through regular meetings and shared goals.

The school prioritizes social-emotional support for staff, students, and families. The SEL team hosts monthly student assemblies focused on a variety of topics to support our SEL Benchmarks & Learning Targets, in addition to content that supports a safe learning environment for our students. The team also provides crisis support and resources through our partnership with Care Solace, which makes it easier for families to connect with mental healthcare resources and providers in their communities. Additionally, the SEL team hosts monthly Parenting with Purpose Workshops, led by Compass Counseling Specialists, offering parents the opportunity to build community and learn relevant parenting information and strategies to foster positive parent-child relationships.

Current Improvements

- Create more opportunities for students to engage with SEL assembly topics by incorporating content into the MS/HS ORN courses and supporting the Elementary Staff with resources to share during Paw Pride sessions.
- Provide training and access for Care Solace access for administrators, who can support families by initiating a warm handoff when identified. Continue to create understanding with staff around the difference between a "warm handoff" and "anonymous search" and how we can better support resource connection when we start a "warm handoff" for a family or student.
- Increase the translation and interpretation services and documents provided in Arabic, an increasing primary language amongst Limited English Proficient (LEP) families at our school.
- Expand our video conferencing translation capabilities to provide real-time translation in multiple languages to ensure parents/guardians have the opportunity to meaningfully participate and advocate for their students in educational partner meetings.

Ways We Are Improving for Underrepresented Families

The school's Attendance Advocates proactively address student absences daily, collaborating with students to overcome any obstacles they may face. They assist parents in completing surveys for any offline assignments completed by students. In continued absences, additional meetings are scheduled with parents and students to identify underlying issues and support overcoming them, ultimately guiding families toward academic success.

To ensure MKV students are engaged and learning, the school has increased the resources, referrals, and support, which include Food and Housing Resources, Health Services, Mental Health and Crisis Support, and Internet/Hot Spots.

Regarding training and support for teachers, all staff undergo continuous, high-quality training and professional development sessions throughout the year. Additionally, new teachers benefit from immersive, hands-on training provided by department trainers to ensure a comprehensive understanding of schoolwide vision, properties, goals, departmental policies, procedures, and ways to support students and families. New hires are assigned a dedicated support teacher during their inaugural year.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.

4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

4 – Full Implementation

(4,4,4,4,)

Rationale to support scores given for Seeking Input for Decision Making (9-12):

Current Strengths

Survey questions and data collection methods are tailored for the virtual school environment and align with LCAP objectives and strategies. The leadership team conducts quarterly reviews of feedback, which lead to adjustments in schoolwide and departmental plans and enhancements in family engagement initiatives. This feedback, along with student engagement and achievement data, informs the development and monitoring of LCAP initiatives.

The following presents a synopsis of trends and feedback from various parent surveys conducted during the 23-24 SY, including responses from the LCAP survey, Title I feedback survey, and feedback surveys from Fall and Winter Partner Engagement Meetings.

<u>Ranking of LCAP Priorities/Goals</u>

Top Priorities:
(83%) Ensure Students Will Graduate from High School
(76%) Providing Internet reimbursement for low-income families.
(74%) Ensure Students Attend School
(68%) High School Career and Technical Education
(67%) High School Students Complete all courses (A-G) to be eligible to attend a CA state college or a University of California
(67%) Support for Students with Disabilities

In addition:
(83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."

(88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."

In addition, parents, families, students, and staff provide feedback and direction to the school through a variety of opportunities, including:

- ELAC Meetings
- EL Needs Assessment Annual Survey
- School Climate Survey
- Parent Connections, including coffee chats and parent training.
- Student Government
- Family Teacher Organization (FTO)
- Student and Teacher Pulse Checks

Two-way communication between parents/families and school includes:

- ParentSquare
- LC Community
- Emails
- Connection Calls
- Academic Conferences
- Student Support Sessions
- Sharing of Student's Individualized Learning Plans (ILP)
- Student Support Team (SST) Meetings
- Individual Educational Program (IEP) Meetings
- English Language Development (ELD) Program Meetings
- Bear Tracks weekly community newsletter highlights events and activities.

Current Improvements

Based on parent feedback the school

- will continue to administer surveys and offer Partner Engagement Meetings to share goals and actions, collect feedback, and measure parental participation in decision-making.
- will increase opportunities for parental involvement, and message to families/staff the impact that feedback has on school-based decisions.
- will offer parents support in increasing LC capacity, including time management tools, technology training, and other available resources and support.
- has identified the following barriers and will reduce those to ensure the participation of parents, including:
    - Lack of time
    - Prioritizing meetings
    - Streamlining communication to parents
- will increase the number of families participating in feedback opportunities and will reach out to families who did not provide feedback to ask them what barriers keep them from giving feedback.
- will continue to develop and implement the SEL plan. To increase awareness all teachers/staff, students, and parents will be included in the collaboration and development.
- will continue to provide training and support for administrators, teachers, parents, and students, specifically reaching underrepresented and underserved families.
- increase opportunities for peer-to-peer interaction and connection in Class Connect (CC) sessions, clubs, K12 Zone, and other activities, including in-person outings and events.
- messaging and support to ensure families are aware and supported with low cost/internet options in addition to policy for internet reimbursement.

Ways We Are Improving for Underrepresented Families
Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any academic hurdles. They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.

Priority 6: School Climate

Standard: Local educational agency administers a local climate survey every year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.
Criteria: Met

Narrative:
Parents and students are annually surveyed in the following areas:

- Student-Staff Caring Relationship
- School Safety
- School Connectedness
- Student Peer Relationships
- Physical and Emotional Safety
- Perceived Safety (MS/HS)
- Harassment and Bullying
- Substance Use (MS/HS)
- Self-management

School Climate

The climate survey gauges how safe and connected students feel in the virtual school environment. Students and parents in grades 2, 5, 7, 9, and 11 were asked to participate in the survey during the spring of the 23-24 SY school year.

Student Survey - Grades 2 & 5

School	*FR*	*KG*	*LA*	*MA*	*SD*	*SJ*	*SM*	*SO*	*SU*
Domain:	*Student-Staff Caring Relationship*								
Domain Average score on a 4 point scale	*3.6*	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Domain:	*School Safety*								
Domain Average score on a 4 point scale	*3.6*	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Domain:	*School Connectedness*								
Domain Average score on a 4 point scale	*3.0*	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Domain:	*Student Peer Relationships*								
Domain Average score on a 4 point scale	*3.4*	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
Domain:	*Physical and Emotional Safety*								
Domain Average score on a 4 point scale	*3.6*	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Domain:	*Harassment and Bullying*								
Domain Average score on a 4 point scale	*3.7*	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
Domain:	*Self-Management*								
Domain Average score on a 4 point scale	*3.3*	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3

Student Survey - Grades 7, 9, & 11

School	FR	KG	LA	MA	SD	SJ	SM	SO	SU
Domain:	Student-Staff Caring Relationship								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	School Safety								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	School Connectedness								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	Student Peer Relationships								
Domain Average score on a 5 point scale	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
Domain:	Physical and Emotional Safety								
Domain Average score on a 5 point scale	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Domain:	Perceived Safety								
Domain Average score on a 5 point scale	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
Domain:	Harassment and Bullying								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	Substance Use								
Domain Average score on a 5 point scale	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
Domain:	Self-Management								
Domain Average score on a 5 point scale	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3

Parent Survey - Grades 2, 5, 7, 9, 11

School	FR	KG	LA	MA	SD	SJ	SM	SO	SU
Domain:	Student-Staff Caring Relationship								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	School Safety								
Domain Average score on a 5 point scale	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Domain:	School Connectedness								
Domain Average score on a 5 point scale	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Domain:	Student Peer Relationships								
Domain Average score on a 5 point scale	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
Domain:	Physical and Emotional Safety								
Domain Average score on a 5 point scale	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
Domain:	Perceived Safety								
Domain Average score on a 5 point scale	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
Domain:	Harassment and Bullying								
Domain Average score on a 5 point scale	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Domain:	Substance Use								
Domain Average score on a 5 point scale	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
Domain:	Self-Management								
Domain Average score on a 5 point scale	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.2

Survey results from Spring 2024 indicated the following:

Current Strengths

Overall, respondents indicated the school has a favorable climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated.

Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student connections, and helping others.

Current Areas of Improvement

- Increase parent and student participation in the climate survey.
    - Share survey with students during MS/HS homeroom and with parents of students in grades 2 & 5 during academic conferences.
- Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class.
    - Implement 3 Signature Practices emphasizing activities that build peer connection and encourage student voice.
    - Daily morning meetings to support peer relationships and foster a positive classroom environment that builds safety and connection.
    - Expand K12 platforms to encourage peer-to-peer interaction.
- MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.
    - Implement 3 Signature Practices emphasizing activities that build peer connection and encourage student voice.
    - Freshman Academy to support incoming high school students with dedicated Freshman Support Specialists, daily homeroom, and a focus on building good habits to be successful.
    - Middle school daily morning meetings and high school homeroom sessions to encourage a safe learning community, build trust, and provide more opportunities for students to interact and connect with their peers.
    - Expand K12 platforms to encourage peer-to-peer interaction.
    - Provide opportunities for students to participate in community service projects.

Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard. LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Criteria: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The school uses individualized learning plans and grad plans to ensure all students across all grade bands and student groups have access to and are provided instruction in core subjects including math, language arts, history, science, physical education, and elective courses. In addition to the core courses offered, elementary and middle school students are offered world language, careers (MS only), music, and art. Middle school students are offered an elective of career technical education, with the opportunity to take high school courses. High school students have access to a variety of A-G approved electives that include foreign language, art to computer science. These are reviewed by teaching staff, administrative teams, and guidance counselors on a semi-annual basis at a minimum. Additionally, administrative teams review course reports regularly to ensure enrollment is accurate and appropriate for student needs. Students with IEPs who are working towards a certificate of completion are provided an option to complete an alternate course of study while continuing to have opportunities to participate in general education courses as deemed appropriate by the educational team.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

In each review period, 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participate in courses that offer remediation and extensions of learning, as well as provide opportunities beyond the core coursework to extend learning and depth of knowledge.

Students are accessing available courses and enrolling in a wide range of electives in addition to the core subject areas. The school has implemented a CTE program and offerings, available to high school and middle school students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers include access to Wi-Fi and school materials, especially for homeless, foster, and socioeconomically disadvantaged students. Platforms that require multiple student logins also create barriers, especially for younger students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The school strives to offer additional electives in the CTE category and will continue to encourage students to enroll in a-g approved coursework. Careers Explorations are offered to 6th, 7th, and 8th grade students, as well as CTE courses for qualifying 7th and 8th graders (those who completed the 6th or 7th grade Careers course). To ensure access to content, the school provides ISP reimbursement to those who qualify, mobile hotspots and school supplies to students demonstrating need, and reimbursement for AP exams for those who qualify. The school is also working to provide students with single-sign-in (SSO) experiences to reduce barriers that impede student access due to multiple student logins. Math Lab 2 course was added for struggling 10th graders to support their grade-level math course. This is in addition to the already running 9th grade ELA and Math Labs. After-hours support was also provided at the high school to our MVK students and students with IEPs to support their work in A-G courses.

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 17, 2024

SUBJECT: Local Control Accountability Plan

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Maricopa approve the Local Control Accountability Plan (LCAP).

BACKGROUND: The LCAP is a tool for local educational agencies (LEA) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. It allows LEAs to share their stories of how, what, and why programs and services are selected to meet local needs. Educational partners are engaged in the annual evaluation and planning process.

Schools that receive federal funding through the Consolidated Application must annually prepare a plan. The education code allows charter schools to use the LCAP and educational partner requirements to satisfy the plan requirement. The plan includes actions on how federal funds will be used to improve the academic performance levels of all students. The LCAP Federal Addendum supplements the plan to ensure the provisions of the Every Student Succeeds Act are met.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Local Control Accountability Plan.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Lara Titizian
Director of Elementary

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					X
Devon Freitas	X				X	
Carly Parker	X					

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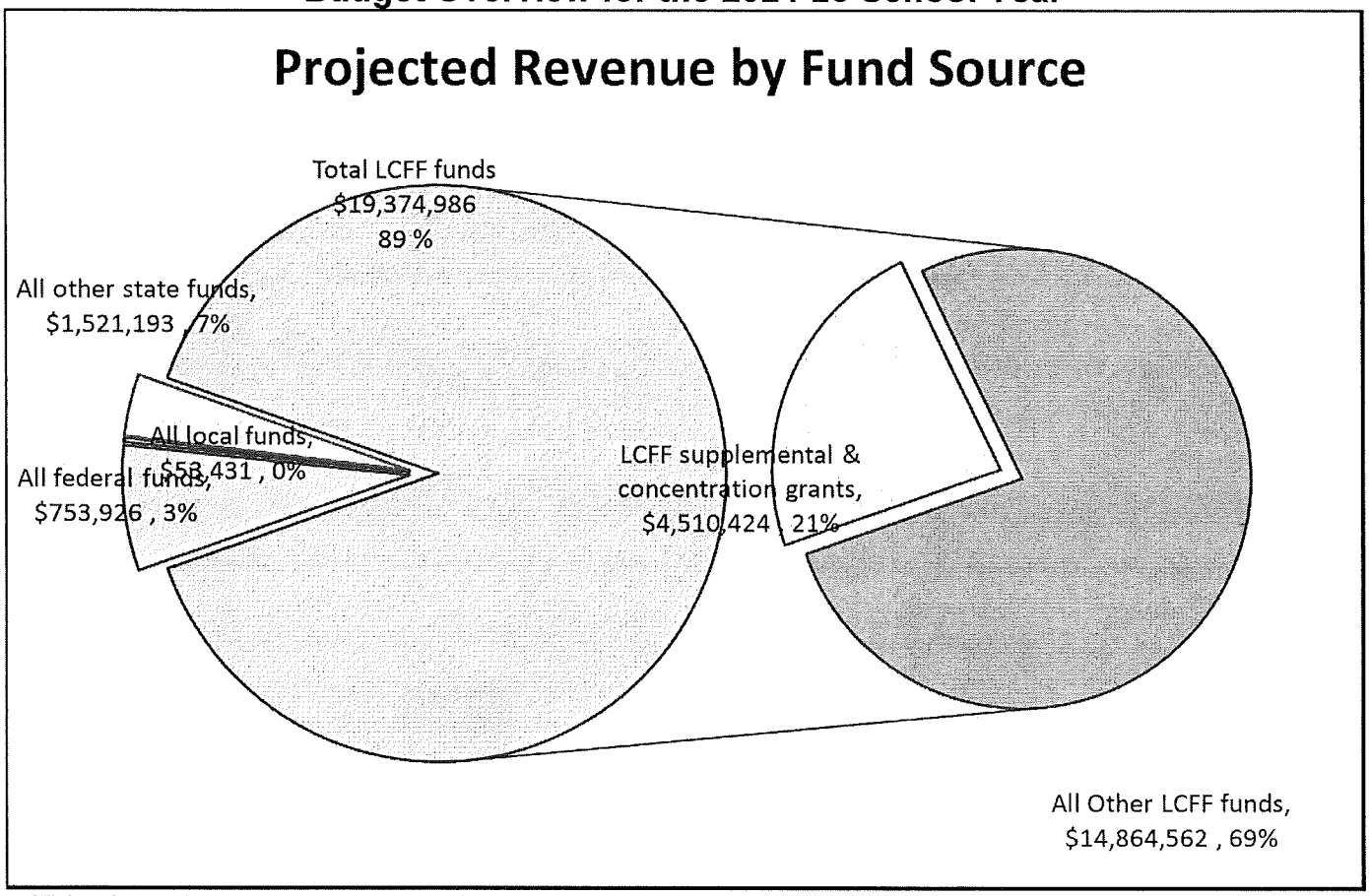
POWERED BY STRIDE K12

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Maricopa
CDS Code: 15-63628-037687
School Year: 2024-25
LEA contact information:
Krista Mount
Director of Categorical Programs
kmount@caliva.org
805-581-0202

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

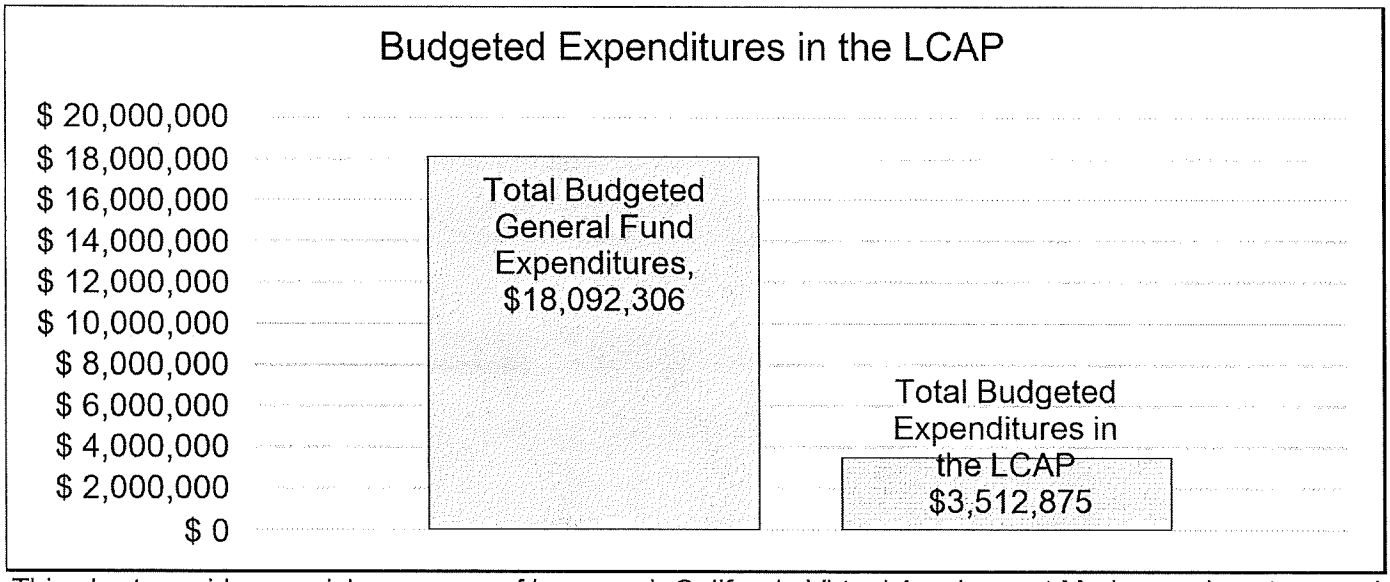


This chart shows the total general purpose revenue California Virtual Academy at Maricopa expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Maricopa is $21,703,536, of which $19374986 is Local Control Funding Formula (LCFF), $1521193 is other state funds, $53431 is local funds, and $753926 is federal funds. Of the $19374986 in LCFF Funds, $4510424 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Virtual Academy at Maricopa plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at Maricopa plans to spend $18092306 for the 2024-25 school year. Of that amount, $3512875 is tied to actions/services in the LCAP and $14,579,431 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

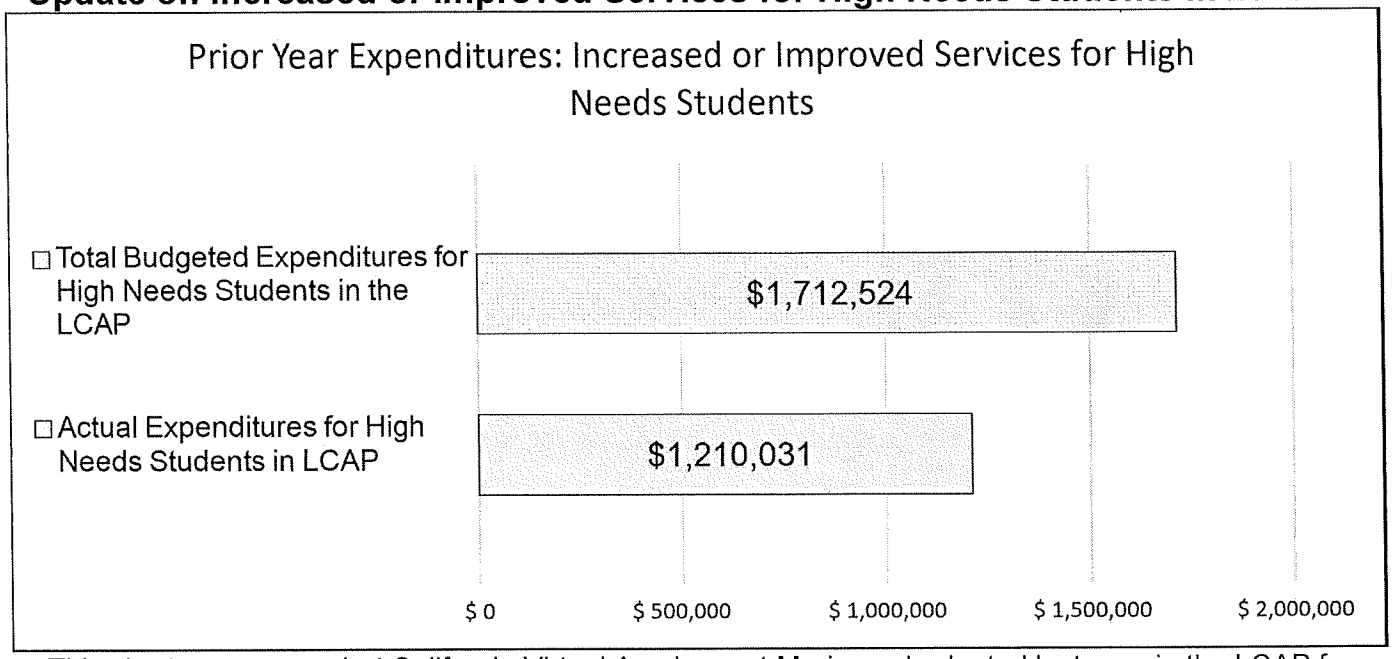
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Virtual Academy at Maricopa is projecting it will receive $4510424 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Maricopa must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Maricopa plans to spend $2896409 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what California Virtual Academy at Maricopa budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Virtual Academy at Maricopa estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Virtual Academy at Maricopa's LCAP budgeted $1712524 for planned actions to increase or improve services for high needs students. California Virtual Academy at Maricopa actually spent $1210031 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-502,493 had the following impact on California Virtual Academy at Maricopa's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 1, Action 1
- Goal 1, Action 8
- Goal 3, Action 2
- Goal 3, Action 6
- Goal 3, Action 7
- Goal 5, Action 5

The school was unable to hire budgeted positions, overestimated participation in new leader and new hire support for teacher training, and overestimated one-time off schedule compensation to paid to new teachers. As a result, it will carry forward and will utilize unspent funds in 2024-25 to provide additional programs and services that focus on core services for high needs students.

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2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Virtual Academy at Maricopa	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. CAASPP Grades 3-8, 11 Smarter Balanced Summative Assessments English Language Art (ELA) Meet or Exceeded Standard Source: Dataquest	2019 30.9% Meet or Exceeded Standard	2021 41.3% Met or Exceeded Standards Increased 11.4% English Learners 10% Student with Disabilities 14.3% African American 35.3% Low-income 35.6% Hispanic 39.8 % White 41.7%	2022 38.8% Met or Exceeded Standards Decrease of 2.5% English Learners 8.3% Student with Disabilities 13.3% Socioeconomically Disadvantaged 32.1% African American 33.3% Hispanic 35.0% White 43.4%	2023 35.4% Met or Exceeded Standards Decrease of 3.4% English Learners 8.3% Student with Disabilities 16.4% Socioeconomically Disadvantaged 30.8% African American 28.0% Hispanic 33.4% White 39.3%	10% increase
4A. CAASPP Grades 3-8, 11 Smarter Balanced Summative Assessments	2019 10.5% Met or Exceeded Standards	2021 26.5% Met or Exceeded Standards Increased 16% English Learners 5%	2022 22.6% Met or Exceeded Standards Decrease of 3.9% English Learners 8.3%	2023 21..4% Met or Exceeded Standards Decrease of 1.3% English Learners 5.6%	10% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Meet or Exceeded Standard Source: Dataquest		Student with Disabilities 8.2% African American 8.8% Low-income 21.3% Hispanic 22.4% White 31.3 %	Student with Disabilities 4.4% Socioeconomically Disadvantaged 18.9% African American 16.7% Hispanic 20.9% White 23.8%	Student with Disabilities 10.6% Socioeconomically Disadvantaged 17.5% African American 17.6% Hispanic 19.5% White 25.1%	
4E. English Learner Progress (% of English Learner who made progress toward English Proficiency measured by ELPAC) Source: Dashboard Source: Dataquest	N/A 2019 Dashboard 16.7% Well Developed on ELPAC	N/A 2021 Dashboard 9.5% Well Developed on ELPAC	2022 Dashboard 39.5% 2022 Dashboard 21.7% Well Developed on ELPAC Increase of 12.2%	2023 Dashboard 50% Increased 10.5% 2023 Dashboard 19.4% Well Developed on ELPAC Decreased of 2.3%	Decrease the gap between EL achievement and all students
College/Career Readiness (% Prepared) Source: Dashboard	2020 17.50% Decrease of 6.6% Socioeconomically Disadvantaged 12.9% White 16.7% Hispanic 17.6%	2021 N/A (no data for 2021)	2022 N/A (no data for 2022)	2023 Dashboard 17.7% Socioeconomically Disadvantaged 16.7% Hispanic 16.0% White 21.4%	25%
4F. EL Reclassification Rate Source: Dataquest	2020 26.7%	2021 43.2% Increased 16.5%	2021 8.1%	No data available yet	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. % of Students at/above grade level on Star360 Reading Grades 1-2 Source: Internal Data	2020 Reading 27.9% English Learners 0.0% Student with Disabilities 0.0% Socioeconomically Disadvantaged 30.0% African American 20.0% Hispanic 20.0% White 37.5%	2021 Reading 59% Increase of 31.1% English Learners 0% Student with Disabilities 0% Socioeconomically Disadvantaged 55.1% African American 75% Hispanic 57.1 % White 54.5%	2022 Reading 52.2% Decrease of 6.8% English Learners 37.5% Student with Disabilities 21.4% Socioeconomically Disadvantaged 49.0% African American 55.0% Hispanic 44.8% White 49.5%	2023 Reading 42.9% Decrease of 9.3% All 42.9% English Learners 36.4% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.1% African American 31.0% Hispanic 47.1% White 46.3%	Increase by 10%
8. % of Students at/above grade level on Star360 Math Grade 2 Source: Internal Data	2020 Math (only 15 students tested) 60.0% English Learners 0.0% Student with Disabilities 0.0% Socioeconomically Disadvantaged 66.7% African American 0.0% Hispanic 100.0% White 60.0%	2021 Math 55.9% Decrease of 4.1% English Learners 0% Student with Disabilities 0% Socioeconomically Disadvantaged 53.3% African American 50% Hispanic 57.7% White 52 %	2022 Math 52.0% Decrease of 3.9% English Learners 40.0% Student with Disabilities 25.0% Socioeconomically Disadvantaged 46.4% African American 53.3% Hispanic 53.1% White 49.5%	2022 Math 42.2% Decrease of 9.8% All 42.2% English Learners 0.0% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.7% African American 20.0% Hispanic 46.0% White 45.5%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B. 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. Source: Dashboard	2020 28.6% Hispanic 33.3% White 33.3% Socioeconomic Disadvantaged 25%	2021 10.9% Hispanic 11.5% White 6.3% Socioeconomic Disadvantaged 9.8%	2022 13.1% Increase of 3.2% Hispanic 16% White 7.7% Socioeconomically Disadvantaged 9.4%	2023 14.9% Increased 1.8% Hispanic 11.1% White 16.7% Socioeconomically Disadvantaged 13.8%	25%
4C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	2022 Baseline Year 4.9% Hispanic 8% White 3.8% Socioeconomic Disadvantaged 5.7%	2021 CTE program has been available for less than 4 years	2022 4.9% Hispanic 8% White 3.8% Socioeconomic Disadvantaged 5.7%	2023 3% Decreased 1.9% Hispanic 0% White 3.3% Socioeconomic Disadvantaged 1.7%	10%
4D. The percentage of students who have successfully completed both types of courses described above in (4B) and (4C)	2022 Baseline Year 0%	2021 CTE program has been available for less than 4 years	2022 0%	2023 1.5%	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Dashboard					
4G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Source: Dashboard	2020 7 passed 8 tested	2021 2.2%	2022 0%	2023 No data at this time	Increase number of student taking AP exams by 10%
4H. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. Source: Dataquest	2019 ELA 20% Standard Exceeded Math 8% Standard Exceeded	2021 ELA 20% Standard Exceeded Math 6% Standard Exceeded	2022 ELA 24.2% Standard Exceeded Math 3% Standard Exceeded	2023 ELA 9.9% Standard Exceeded Math 3.6% Standard Exceeded	ELA - 25% Math - 13%
4A. California Science Test (CAST) Source: Dataquest	2021 Baseline Year 26.1% African American 16.7% Hispanic 18.9% Student with Disabilities 19.1% Socioeconomically Disadvantaged 27.6% White 28.7%	2021 26.1% African American 16.7% Hispanic 18.9% Student with Disabilities 19.1% Socioeconomically Disadvantaged 27.6% White 28.7%	2022 24.2% Decrease of 4.5% Student with Disabilities 10.3% Socioeconomically Disadvantaged 18.9% African American 10.0% Hispanic 19.2% White 32.0%	2023 22.1% Decrease of 2.1% English Learners 3.0% Student with Disabilities 8.0% Socioeconomically Disadvantaged 8.0% African American 16.7%	10% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Hispanic 20.0% White 26.2%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There has been a tremendous amount of work to ensure the implementation of these services to increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities (Goal 1). All actions were implemented as planned for Goal 1, and the following outlines how the school has addressed the implementation of this goal through each action.

Professional Development (Action 1): The school has remained committed to becoming a Professional Learning Community (PLC) model school and providing all staff with opportunities for professional development in the PLC evidence-based best practices for improved student outcomes. The leadership team has continued coaching with an expert consultant in leading a PLC by creating high-performing teams at all staff levels and monitoring growth and progress through the intentional collection of evidence and artifacts. Ongoing professional development is provided for all staff members on topics under the umbrella of the school's Multi-Tiered System of Supports (MTSS), including tier 1 best practices, tier 2 supplemental intervention, tier 3 intensive intervention, data-based decision-making based on Response to Intervention (RtI) research, and progress monitoring through assessments of learning - all addressing the needs of the whole child: academic, behavioral, and social-emotional needs necessary for academic success. At the high school level specifically, Math teachers have continued their participation in coaching to implement the mathematical practice standards, and all high school staff continue to be trained on A-G requirements and how they apply to course development.

English Language Development (ELD) Specialists and ELD Administrators have participated in CA English Learner (EL) Roadmap professional development, focusing on translating state EL policy into practice through the lens of a classroom teacher and providing tools for educators to reflect on classroom practices. They have also attended training from the ELD curriculum provider, focused on the design and implementation of ELD standards-based, powerful learning opportunities for ELs.

The COMPASS staff have engaged in continuous learning opportunities to ensure that interactions with students and families are inclusive and culturally responsive, using evidence-based practices to better meet the needs of students, both long-term and short-term.

Special Education (SPED) staff have focused their professional development on strengthening connections between staff and families, cross-department collaboration between general education and SPED staff regarding shared students and Guaranteed and Viable Curriculum

(GVC) standards for all, maintaining compliance with state and federal law to meet the needs of students in special education, and using data to design, deliver, and assess the instruction to meet the needs of diverse learners.

Assessments (Action 2): The school is committed to two critical assessment processes within its Multi-Tiered System of Supports (MTSS): Universal Screening and Progress Monitoring. The Star 360 assessments allow the school to effectively and efficiently screen and monitor the progress of students in kindergarten through twelfth grade. As a Universal Screener, Star 360 is the tool used to identify students who may be at risk for poor outcomes and need additional academic interventions/supports immediately and intensively. In addition, Star 360 is a valid and reliable progress monitoring tool to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports currently in place.

Academic Administrators (Action 3): The school's Academic Administrators have played critical roles in aligning our school priorities to all decisions and actions made across departments. The role of the Academic Administrators has focused on ensuring all students have ongoing enduring connections with a familiar staff member, securing class coverage is in place to continue tier 1 instruction despite any staffing circumstances, assessing the effectiveness of tier 1 and tier 2 instruction through the classroom visits process for all teachers, building an effective and sustainable tier 3 intervention program, integrating social-emotional learning into tier 1 instruction, and monitoring the program's overall success through the use of data to adjust actions and supports as needed.

English Learner Support (Action 4): The English Language Development (ELD) Department continues to complete a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The ELD Department uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. The ELD Department has implemented a California ELD standards-based Designated ELD curriculum, Launch and Link to Literacy (published by DataWorks Educational Research). Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners receive extra language instruction and support, in addition to their regularly scheduled, required designated ELD sessions. Any English learner students in grades 3-12 who score at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California and have lived in the United States for less than 12 months receives additional Newcomer support.

Instructional Coaches (Action 6): The Instructional Coaches at the school have continued to provide individualized coaching, conferencing, resources, and professional development to all teachers. This work has contributed to the school's decrease in chronic absenteeism for students and an increase in the teacher retention rate.

Summer School (Action 7): Two programs have been offered to elementary students during the summer to extend their academic and social-emotional learning: Camp CAVA is open to all current students in grades K-4 who are identified as Tier 2 or Tier 3 in reading or Math based on our middle-of-the-year assessments, and Jumpstart! is open to new students in grades TK-5 for early access to the introductory sessions and learning courses. The middle school's Summer Bridge Program is targeted to rising 6th, 7th, and 8th grade students to prepare students for the next grade level by addressing necessary foundational skills and frontloading upcoming Math and ELA standards instruction. High school students have continued to have summer opportunities to learn during the summer through Credit recovery courses for credit deficiency, as well as standard courses in science, history, health, fine arts, math, English, and CTE pathways to allow for the acceleration of students' path to high school graduation or the repetition of courses to recover A-G requirements.

Career and Technical Education (Action 8): The school's Career and Technical Education (CTE) program has expanded and continued to develop, focusing on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. CTE at the high school level now offers students opportunities in six different industry sectors with a variety of CTE pathways to choose from. Careers and CTE course options have been expanded to Middle School. 6th, 7th, and 8th grade students now have an elective option to enroll in a career exploration course. For those 7th and 8th graders who have already completed the careers exploration course, they now have the opportunity to enroll in high school IT, Business, and Arts, Media, and Entertainment courses for high school credit. High school students can meet with career coaches to get information and support on creating résumés, networking, interviewing, college preparation, internships, and more. In collaboration with the CAVA School Counselors and Work-Based Learning Specialist, the career coaches support live, interactive workshops to better prepare students for their futures; these free virtual sessions are a resource for students that support career and college readiness. Over 70 events have been hosted for students in SY23-24, to include multiple College Fairs, a Skilled Trades Fair, a Military Career Fair, and numerous industry guest speakers from a variety of careers. The school's CTE students can enroll in career clubs, also called career technical service organizations (CTSOs). CTSOs allow students with similar career interests to connect, practice professional skills, work on service projects, take field trips, and compete against other local, state, and national schools.

Instructional Support (Action 9): The K12 elementary curriculum focuses on developing fundamental skills and teaching the key knowledge building blocks that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. Students work asynchronously in the Online School, taking courses in the core subjects of English Language Arts, Mathematics, Science, History, and Art. In addition to the online school, students attend required synchronous instruction sessions.

The schoolwide team has collaboratively determined the Guaranteed and Viable Curriculum (GVC), or essential/priority Common Core State Standards, that all students will master before leaving their current grade level. Professional Learning Teams (PLTs) are created to include General Education, Special Education, and English Language Development teachers/specialists who collectively create a Learning Progression for each GVC standard. The PLTs then collaborate on effective Tier 1 best practices for instruction of the GVC standards. Synchronous instructional blocks in the master schedule are dedicated to the explicit instruction of the GVC standards. The PLTs administer common formative and summative assessments to evaluate the effectiveness of the Tier 1 instruction and practices and determine which students need Tier 2 intervention and extension on each essential/priority standards.

Instructional Leads across the grade levels have been critical in the continued training and support of teacher teams, facilitation of data-driven collaboration and decision-making, ensuring that tier 1 content area instruction utilized evidence-based best practices for improved student outcomes, and the development and coordination of appropriate tier 2 and tier 3 interventions and supports to meet students' diverse learning needs.

The tier 3 programs utilized for closing the learning gaps in Reading and Math have yielded student growth for students engaging in the tier 3 intervention curriculum. These tier 3 interventions include Lalilo (Reading for grades K-2), Mindplay (Reading for grades 3-5), Freckle (Math for grades K-8 and Reading for Middle School).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school closed the gap between ELA and Math achievement on the SBAC and the state average. The school is 11.2% below the state average of 46.1% of 3-8, and 11 grade students meeting or exceeding standards in ELA. The school is 13.3% below the state average of 34.6% of 3-8, and 11 grade students meeting or exceeding standards in math. The student groups of students with disabilities and socioeconomically disadvantaged were maintained in ELA. Socioeconomically disadvantaged students are above the state average in ELA. The overall math results were maintained as well as the student groups of English learners and Hispanic. The following groups increased in math, students with disabilities, socioeconomically disadvantaged, and white.

The growth is attributed to several actions identified in the LCAP, including the use of a universal screener to identify learning gaps (Action 2), the continued support of the Academic Administrators (Action 3) to oversee the instructional program, and support continued implementation of Professional Learning Communities (PLCs) (action 1), Instructional Coaches (Action 6) and Instructional Support teams and programs to improve the overall quality of instruction and student access to instructional tools (Action 9).

Over 95% of students in Kindergarten-12th grade completed the STAR 360 universal screening (Action 2) in math and reading at the beginning and middle of the year, to identify individual student areas of strength and growth. Ongoing schoolwide implementation and training of a Professional Learning Community (Action 1) model allowed teachers to focus on essential standards in math specifically and then provide targeted interventions (Action 9) and enrichment to students in specific areas of need.

After completion of the universal screener, students who demonstrate a need for additional instructional support are assigned to instructional leads and intervention programs (Action 4). In Elementary, students are supported in our math and ELA intensive support programs. This year, we were able to add an additional AI Reading program called Amira to our toolkit of programs to support students with reading fluency. We continued to analyze our data by student by standard as part of the PLC process (action 1) to allow us to provide remediation and enrichment based upon Common Summative Assessment data, created by our curriculum specialists (Action 4) as well as our universal screeners.

In Middle School students are supported by our math and ELA intensive support programs. This year, we continued our work in the Tier 3 Renaissance Freckle in math and ELA (Action 4). Our teacher Professional Learning Teams meet weekly to analyze student data by standard and skill to group students by specific needs to provide intensive intervention instruction by the learning targets in both ELA and Math.

In High School, students identified as needing intervention were enrolled in Math Lab I or II and/or English Lab Elective. Of students who passed Math Lab I in Semester A, 93% of those students also passed their Algebra course. Of students who passed Math Lab II in Semester A, 99% of those students also passed their Algebra course. Of students who passed English Lab in Semester A, 56% of those students also passed English 9. Star 360 data on proficiency levels showed significant movement from lower to higher proficiency levels in both Math Lab & II. Movement from BB to B and P across ELA was also present from BOY to MOY, although not as significant.

The actions below highlight areas in which Instructional Coaches have provided teachers the opportunity to reflect on this 23-24 SY. Instructional coaches partner with teachers to help them decide what they would like their students to be able to do in their virtual classrooms and this reflection allows for teachers to make adjustments to instruction that will affect student achievement and proficiency. In addition to meeting with each teacher a minimum of 1x each quarter, Instructional coaches have provided whole group professional development for TK-12th grade teachers. They have also provided small group workshops for TK-2, 3-5, middle school, and high school. Topics included setting expectations, rigor, differentiated instruction, student engagement (strategies, resources, technologies as related to CSTP 1.4), and various instructional strategies. In a mid-year survey, 91% of teachers indicated they are satisfied with their partnership with their coach. Teachers indicated 7 partnership principles are present 99.9% of the time. 94.9% of teachers know their PEERS goals, and 93.6% of teachers are actively working on their PEERS goals.

A variety of summer programs were implemented to promote learning year-round. In elementary, new students had an opportunity to participate in a jump start program allowing them to complete the universal screener (Action 4) early as well as become acclimated with our program and curriculum. Returning students who demonstrated an academic need at the end of the year had an opportunity to participate in summer programs focused on math, reading, and intervention support (Actions 4,6).

ELA
Kinder Letter Names : 44.1% increased proficiency.
Kinder Letter Sounds: 33.9% increased proficiency.
1st Grade: 45.2% increased proficiency on STAR Early Literacy
2nd Grade: 43.4% increased proficiency on STAR
74.1% of students submitted reading logs for 100+ min

Math:
Kinder Number Recognition: 52.9% increased proficiency
Kinder Quantity Comparison: 64.7% increased proficiency
1st/2nd: 49.4% increased proficiency on STAR

Jumpstart K-2
68% completed Online Learning course
84% of students were still enrolled with us after Q1

ELA Summer Reading Assessment
3rd: 59% of students who completed both assessments showed an increase.

4th: 65% of students who completed both assessments showed an increase.

Math
3rd: 57% of students who completed both assessments showed an increase.
4th: 48.3% of students who completed both assessments showed an increase.

Jumpstart 3-5
84.8% completed the OLL Course
78% of students still enrolled after Semester 1
100% of students/families will show an increase on how comfortable they feel using the OLS
96% of students/families will show an increase on how comfortable they feel using Newrow
50% of students/families will indicate that they did connect with a fellow classmate during the Jumpstart program
96% of students/families indicated that they agree that the Jumpstart program gave them a strong start to the school year.

Summer Middle School Data
In middle school, students participated in a summer bridge program focused on instruction in the next grade level. Rising 6th, 7th, and 8th graders were eligible to attend this summer bridge program taught by 6th, 7th, and 8th grade teachers. The purpose was to provide a look into the next grade level content standards and provide foundational skills instruction and practice.

Students who attended demonstrated growth or maintained based on the universal beginning-of-year to middle-of-year assessment 17.6%in reading and 24.5% in math.

In high school, credit recovery courses were completed through the summer as well as standard courses (Action 7). These summer course offerings resulted in 9 students graduating in the summer. These students may have otherwise needed to return for the fall term, graduate outside their cohort year, or fail to earn their diploma.

We continue to add to and adjust our career technical education (CTE) pathway and course offerings based on the jobs that are in high demand or experiencing high growth. Refining our communication about the benefits of Stride Career Prep. We continue to focus on recruiting and hiring highly qualified CTE teachers within these industry sectors (Action 8). Pathways and Project-Based Learning course offerings have allowed us to continuously expand enrollment and attract and retain top CTE instruction talent by industry sector. The inclusion of a hands-on Project-Based Learning curriculum addresses multiple learning modalities, higher depth of knowledge levels, deepening and enriching the learning experience, as well as enhanced scaffolding for both SPED and EL populations. Middle School students who previously completed the careers course in 6th and 7th grade had the opportunity to participate in high school IT & Business courses and earn high school credits.

For all English Learners, the school has implemented a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. The school has used feedback provided by all educational partners and EL achievement data to determine staff professional development annually. The school has offered professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program -

Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. As a result of these efforts, 19% of English learners scored a Level 4/Well-Developed on the 2022-2023 Summative ELPAC, exceeding the 16.5% statewide average. In addition, ELs in grades K-8 had a considerably lower chronic absenteeism rate, 10.8% than ELs across the state at 24.3%, and ELs in grades 9-12 had a significantly lower chronic absenteeism rate, 23.3% than ELs across the state at 26.2%.

The school's ELD Department has identified and monitored the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, the school has provided LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with Tier 2 and Tier 3 language intervention with the Off2Class program. As a result of this effort,47% of LTELs and 69% of AR-LTELs demonstrated growth in language proficiency levels, as measured by local benchmark assessments of the ELD standards (Action 4). The school's ELD Department has identified Newcomer students and provided additional support through a tier 3 language intervention program, Rosetta Stone, in addition to the required Designated and Integrated ELD. As a result of this effort, 69% of Newcomer students scored a level 2 or above, as measured by local benchmark assessments of the ELD standards (Action 4).

The school has increased the effective language assistance provided to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish, the school's highest primary language other than English, as determined by language census data (Action 4).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based upon our analysis of our proficiency data, we will continue our focus and implementation of the PLC process to ensure high levels of learning for ALL students. Each grade span will continue to use our adopted universal assessments, but we will also be utilizing common summative and formative assessments to further support student learning by analyzing mastery by student by standard. We will be furthering our implementation of an MTSS model through the creation of grade span MTSS teams to analyze data to determine what students need Tier 2 and Tier 3 intervention as well as identify barriers to learning. Our SEL/Counseling team as well as grade level leaders will be an integral part of these teams to allow collaboration on individualized supports for students based upon needs.

Summer programs will continue for all grades, focusing on math and reading intervention, high-priority standards, and credit recovery forcing on state course requirements, and the CTE program. Further, the Elementary program will continue to provide a jump-start program for students to become acclimated with online learning platforms as well as make connections with students and teachers.

Intervention support will continue in each grade level. In Tk-2, we will have a reading instructional focus on the Science of Reading. Middle School will continue the Professional Learning Teams and include intensive instruction within the teams, based on the MTSS format. The 3rd-5th and Middle School Department will focus professional development around high-performing teams which focuses on the ongoing cycle of inquiry or student data based on standards and skills. For Middle School 8th grade, a campus will be created that will have teachers

credentialed with single subject/supplemental credentials. Instruction will be delivered by highly qualified and trained teachers in math, ELA, science, and history.

At the HS, we will continue to add additional after-hours support with A-G courses for our MKV students, students with disabilities, and English learners. We will be reexamining and strengthening the feedback given to students, through professional development and working with collaborative teacher teams in an ongoing cycle of examination and revision.

The Compass team will provide additional transcription functionality to allow the captioning of live Zoom meetings in multiple languages simultaneously. Review demographic data and determine subgroups who may benefit from additional translation support in primary languages other than Spanish.

Based on the current ELD data and goal progress, the ELD Department will implement the following changes. In addition to the required Designated and Integrated ELD, the department will provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. The ELD Department will offer all teachers responsible for Integrated ELD professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. The ELD department will expand the effective language assistance provided to Limited English Proficient (LEP) students and families with the role of an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide safe and effective learning environments that foster positive school culture and connection driven by input of parents, teachers, staff, and students that is inclusive and representative of the school's population

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement Source: Dashboard Local Indicator	2020 Standard Met	2021 Standard Met	2022 Standard Met	2023 Standard Met	Met
6A. Suspension Rate Source: SARC	2020 0%	2021 0%	2022 0%	2023 0%	0%
6B. Expulsion Rate Source: SARC	2020 0%	2021 0%	2022 0%	2023 0%	0%
Local Climate Survey Source: Dashboard Local Indicator	2020 Standard Met	2021 Standard Met	2022 Standard Met	2023 Standard Met	Met
3A. Efforts the school makes to seek parent input in making	2020 Parent and Family Engagement	2021 Parent and Family Engagement	2022 Parent and Family Engagement	2023 Parent and Family Engagement	Seek Parent Input

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decisions for the school Source: Dashboard Local Indicator	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • SEL Survey • SEL Committee • LCAP Meetings • School Climate Survey • Parent Connections, including coffee chats, parent	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	trainings, open house, meet and greets, orientations, etc. • ASB • Focus Groups • Absenteeism Survey • Student and Teacher Pulse Checks	trainings, open house, meet and greets, orientations, etc.	trainings, open house, meet and greets, orientations, etc.	trainings, open house, meet and greets, orientations, etc.	
3B. How the school will promote parental participation in programs for unduplicated pupils Source: Dashboard Local Indicator	2020 Parent and Family Engagement Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2021 Parent and Family Engagement Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2022 Parent and Family Engagement Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2023 Parent and Family Engagement Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	Increase the number of types of communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	
3C. The LEA will promote parental participation in programs for students with disabilities Source: Dashboard Local Indicator	2020 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2021 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2022 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	2023 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences	Increase the number of types of communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • Student Support Team (SST) Meetings • Individual Educational Program (IEP) Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • Student Support Team (SST) Meetings • Individual Educational Program (IEP) Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • Student Support Team (SST) Meetings • Individual Educational Program (IEP) Meetings	• Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • Student Support Team (SST) Meetings • Individual Educational Program (IEP) Meetings	
6C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2020 Dashboard Local Climate Survey Local Indicator Student School Climate Survey Results Students feel safe - 100% Teachers care about student success at school - 95.8% School promotes academic success - 100%	2021 Dashboard Local Climate Survey Local Indicator Student School Climate Survey Results Students feel safe - 100% Teachers care about student success at school - 95.8% School promotes academic success - 100%	2022 Dashboard Local Climate Survey Local Indicator	2022 Dashboard Local Climate Survey Local Indicator	Student School Climate Survey Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School fosters an appreciation of differences and diversity - 100%	School fosters an appreciation of differences and diversity - 100%			

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Student and family engagement is supported through various communication platforms, including ParentSquare, weekly schoolwide and department newsletters, email, texting, phone calls, daily live class connect sessions, and the Learning Coach (LC) Community, a social platform for parents/learning coaches. The school has an active presence on social media, including Facebook and Instagram. The LC Community has an active Spanish-speaking group, and posts are translated into Spanish. These offer students and families essential information and opportunities to build relationships and advocate for their children.

The update of the schoolwide and Compass websites improved the delivery of information to parents and students, facilitating a better understanding of school policies and procedures and helping more families meet attendance requirements and stay on track with daily schooling. Both websites and ParentSquare have Spanish translation toggle to ensure access to information for English Learners (EL). The Compass website includes an Arabic translation toggle on the site. In addition, the Compass team offers resources and support to Spanish-speaking families to foster engagement and connection, beginning at the time of enrollment.
The school has added bilingual engagement staff for Limited English Proficient (LEP) families to provide support throughout the calendar year, including translation and interpretation support. Additionally, schoolwide forms and documents have been translated into Spanish. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. For LEP families who speak a language other than English or Spanish to access school information, resources are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time.

The Localist Platform improved the family experience in accessing event information and streamlined the registration process for easier access to school outings, parent meetings, and other school events, and requires a log-in process to provide an additional level of security to access event location and information. The expansion of the Talking Points platform, which provides a streamlined texting experience for

families, enabled 100% of newly enrolled families to access support from and to communicate with an Onboarding Coach via text in the language of the family's choice. Over 50% of families being served by Compass have used this platform to communicate in the 23-24 SY. (2.3)

The Compass Social Support Coordinators and Counseling Specialists provided targeted support to students and families facing social-emotional challenges by connecting them to community resources, the Care Solace platform, and coaching and support to help students develop emotional management and coping techniques. The actions provided by the Compass Team have fostered a positive school climate, which also resulted in a low suspension and expulsion rate.
A second Community Coordinator position was added. Community Coordinators facilitated and developed local school initiatives, including clubs, in-person and virtual outings, in-person celebration events, school picture days, and activities to recognize and support student achievement, and hosted bi-monthly parent/learning coach support sessions, which led to connection and engagement for students and families. The school provided service-oriented projects, outings, and connection opportunities for students and families, including the addition of in-person events throughout the school year. (2.3)

The lead Onboarding Specialist position was created to provide leadership and ensure individualized and ongoing onboarding support. Incoming families benefited from targeted resources that outlined program expectations and communication platforms, identified resources and support request processes, and supported the effective use of the online school platform. The recent development of the Onboarding Handbook is a resource that is being widely used throughout the school to provide easy access to commonly needed information and resource links. The Handbook is also fully translated and available in Spanish. The onboarding coaches worked with students to identify and develop the skills needed to be engaged in school, meet grade-level expectations, and provide targeted support to build relationships.

Other opportunities provided students and parents with additional ways to connect with and engage in their school community, including the facilitation of the LC Community, LC Coffee Chats, and Family-Teacher Organization (FTO), which strengthens student support by facilitating collaboration between home and school through regular meetings and shared goals and the support of schoolwide events including Red Ribbon Week, Family Fun Nights, National School Choice Week, Operation Gratitude, Teacher/Staff Appreciation. (Action 2.3)

The school saw an increase in EL parent participation and family engagement as indicated by the ELD needs assessment survey and record attendance at both the EL Parent Meeting and ELAC meetings. The increase is due to several actions made by the English Language Development (ELD) and Compass departments including (1) ELD Back to School presentation offered in English and Spanish for all grade levels; (2) Annual EL parent meeting and ELAC meeting start times adjusted to accommodate families better, provided interpretation into Spanish and PowerPoint Closed Captioning offered in Arabic; (3) EL Advisory Committee meetings increased to quarterly and start time adjusted to accommodate families, provided interpretation into Spanish and PowerPoint Closed Captioning offered in Arabic; (4) Conducted needs assessment surveys in English and Spanish showing positive ; (5) Implemented required sessions for all parents requesting ELD instructional services opt-outs. (2.2)

Needs assessment surveys were incorporated to collect feedback from families throughout the school year and identify students who may need additional support. A schoolwide referral survey allows teachers and staff to refer students and families for social-emotional learning, engagement, and community support with the Compass Team.

In partnership with the Compass Team, the Social Emotional Learning (SEL), Prevention and Intervention Team supported the implementation of training and prioritized resource development to provide teachers and staff with the necessary tools and techniques to support students' social and emotional learning. The training was focused on implementing the Collaborative for Academic Social and Emotional Learning's (CASEL) 3 Signature Practices, an updated Suicide Prevention training with an asynchronous and live component. The addition of a staff facing SEL website also supported the academic integration of CAVA's SEL Benchmarks and Learning Targets, which are aligned with the CASEL's 5 SEL Competencies, and support instructional strategies. The SEL, Prevention and Intervention Team also provided direct support to students in need of targeted intervention to support behavioral health, as identified by the Compass Survey or administrator referral. An SEL screener, the Social Skills Improvement System Survey (SSIS) was administered to students in grades 6 - 11, to inform the planning, implementation, and evaluation of SEL resources and support. The survey results identified a need for additional support and instruction specific to Self-Awareness and Self-Management. (2.5)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Parent Engagement Dashboard demonstrated the effectiveness of English learner services and student and family engagement (2.2 & 2.3). Additionally, the suspension and expulsion rates are 0%.

The Dashboard Local Indicator Local Climate Survey demonstrated the effectiveness of the Social Emotional Learning, Prevention, and Intervention action (2.5). A confidential survey of school climate and safety, student wellness, and youth resiliency was given to students in grades 2, 5, 7, 9, and 11 and their parents. Respondents indicated the school has a favorable climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will continue to implement the goals and actions outlined. Each department staff member is committed to building relationships with students and families to ensure students engage, connect, and grow.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic (Teachers, Instructional Materials, Facilities) Source: Dashboard Local Indicator	2020 Dashboard Local Indicator Standard Met	2021 Dashboard Local Indicator Standard Met	2022 Dashboard Local Indicator Standard Met	2023 Dashboard Local Indicator Standard Met	Met
1A. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching Source: SARC	100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	100% of teachers are fully credentialed. Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	91.1% of teachers are fully credentialed. Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 4 Vacant Teacher Positions - 0	96.8% of teachers are fully credentialed. Teachers Without Credentials and Misassignment 1.2% Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 0.3%	100%
1B. Every pupil in the school district has sufficient access to	2020 Dashboard	2021 Dashboard	2022 Dashboard	2023 Dashboard	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials.	Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	
1C. School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Implementation of the academic content and performance standards adopted by the state board	2020 Dashboard Implementation of State Standards Local Indicator Standard Met	2021 Dashboard Implementation of State Standards Local Indicator Standard Met	2022 Dashboard Implementation of State Standards Local Indicator Standard Met	2023 Dashboard Implementation of State Standards Local Indicator Standard Met	100%
2B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	2019 Dashboard 29.4% of English Learner made progress toward English Proficiency	2021 Dashboard N/A of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 9.5%	2022 Dashboard 41.5% of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 21.7% Increase of 12.2%	2023 Dashboard 50% of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 19.4%	50%
7A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable	100% of Pupils in the school have sufficient access to the standards aligned instructional materials	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100%
7B. The extent to which students have access to and are enrolled in programs and services developed and	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provided to unduplicated pupils					
7C. The extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities.	100% of students with disabilities have access to all broad course of study and/or programs	100% of students with disabilities have access to all broad course of study and/or programs.	100% of students with disabilities have access to all broad course of study and/or programs.	100% of students with disabilities have access to all broad course of study and/or programs.	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In all instances, the planned actions were executed as intended.

96.8% of staff are fully credentialed and all teachers are appropriately assigned.

All staff received both an increase to the unit member's salary schedule and a one-time off-schedule payment (Action 2).

With the support of our Intervention and Special Programs Director, we've successfully implemented a Multi-Tiered System of Support (MTSS) Team, in all departments. The MTSS framework focuses on the whole child and includes both tiered support and remediation plans for students in grades TK-12. Each department has its own universal screener to identify students who may be at risk and need immediate, intensive support, along with a multi-level prevention and intervention system. Additionally, the MTSS Team uses data-based decision making, using data analysis and problem solving to make decisions about instruction, intervention, implementation and disability identification. Our MTSS Teams focus on progress monitoring to assess performance, quantify improvement or responsiveness to intention and instruction, and evaluate the effectiveness of the instruction, interventions and supports.

Teachers have been evaluating course alignment with standards and developing content in collaboration with collaborative teams during weekly collaborative team time, non-instructional days, as well as during weekly team collaboration meetings throughout the year. Teachers created common formative assessments to evaluate student mastery of standards. This ensured that 100% of students had access to rigorous and standards-based instructional materials and key standards were addressed, primarily in Math and ELA in TK-8 and in all courses at the High School level.

In order to adequately address gaps in students' learning, teachers and staff spend time analyzing student performance data. We've used our two comprehensive assessment systems (DnA and Edulastic/PEAR) that allow us to create assessments and provide data reports to continually analyze student data and monitor student progress and growth for all students but especially for unduplicated pupils.

Curriculum Specialists (Action 4) ensured student access to standards-based curriculum along with support of continued implementation of assessments to identify students' academic needs. Curriculum specialists provided instructional resources to help align high priority standards with daily live instruction, which was supported through further implementation of the PLC process across all departments.

New teachers at CAVA receive a variety of support. Each grade band has a set number of lead teachers that serve as trainers. New hires receive five days of orientation and training before entering the classroom to work with students. Support teachers are assigned to new hires for the duration of the school year. For the "New Hire Support" (2nd year of implementation), teachers, assigned to each first year hire, meet at least weekly and assist with tasks, planning, and general questions and answers. In addition, newly hired teachers are given 5 days of training, at the start of the school year, prior to the first day that returning staff resumes work.

The high school team has developed many layers to support student scheduling to support 21st century skills. Incoming 9th and 10th graders are scheduled by the Stride placement team based on review of transcripts and family course preferences. Incoming 11th, 12th, and any returning students are placed by in-house CAVA counselors. All of them have full PPS credentials. A-G courses are ensured for grade plans indicating four-year college destinations. Career Tech pathways toward career- business, hospitality, ECE, marketing/ sales, information technology, arts/ media, and public services are also offered. There is a designated scheduling program coordinator that uses a platform to allow conflict-free scheduling for additional services e.g. ELD, Special Education services, counseling support sessions, and homeroom teacher for academic support. An HR Credentialing specialist reviews and monitors teacher credentials to ensure highly qualified teaching staff in areas of expertise. Curriculum Specialists (any content coarse placement) and Principals (homeroom teacher) use this information to ensure proper credentials for EL support.

CAVA's Compass program provides ongoing outreach and support to homeless students and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The increased accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping contribute to a 25% increase in the number of homeless/foster students served in the 23-24 SY, compared to the previous year. Once identified, students receive frequent outreach from a dedicated MKV/Foster Coordinator, and are provided with opportunities to request additional resources from the school including hotspots, replacement computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted information about community resources, mental health support through CareSolace, FAFSA and college application support, and prioritized access to engagement support from the school Engagement Coaches and Social Support Coordinators.

Additionally, students who qualify for free and reduced lunch based on California's income threshold are eligible for an internet reimbursement of $40 each month. Eligible families are given a survey at the end of each semester to request the reimbursement check. The check is given to each household upon request, where students were active in our school during each month. Allowing this reimbursement allows students to have the appropriate internet service to be able to access school successfully.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have been effective in providing all students with curriculum and the necessary technology to be successful in our program. We have been effective in ensuring all of our curriculum is aligned with the educational standards and the content being taught in each course corresponds to the learning objectives outlined in each grade level. 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. We have been effective in appropriately assigning all staff and we are fully staffed across all grade levels in all departments.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will continue to implement the goals and actions outlined ensuring all students have the necessary resources and instruction and access to high levels of learning for all students. We will continue to work on updating our current practices, reviewing research-based practices, and creating a systematic process for identifying priority standards and determining the guaranteed and viable curriculum at each grade level, and determining which standards are essential (meet the criteria of endurance, leverage and readiness) and therefore should be a part of our guaranteed and viable curriculum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Decrease the chronic absenteeism rate to less than 10% in all subgroups by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B. Chronic Absenteeism Rate Source: Dashboard	2019 33.7% Student with Disabilities - 33.3% White - 34.2% Hispanic - 34.3% Socioeconomically Disadvantaged - 35.1% African American - 38.3% Asian - 45.5% English learners - 55.9%	2021 12.7% Decrease 15.3% English Learners 18.2% Student with Disabilities 15.4% Socioeconomically Disadvantaged 14.5% African American 24.6% Hispanic 11.8% White 11.1%	2022 11.9% Decrease of 0.8% English Learners 9.1% Student with Disabilities 16.0% Socioeconomically Disadvantaged 14.5% African American 18.7% Hispanic 12.4% White 10.6%	2023 10.0% Decreased 1.9% English Learners 10.8% Student with Disabilities 14.3% Socioeconomically Disadvantaged 11.7% Homeless 33.3% African American 8.9% Hispanic 9.8% White 10.2%	10% in all student groups
5A. School Attendance Rate Source: Internal Data (OLS)	2020 92.16% Increase 1.3%	2021 95.5% Increase 3.3%	2022 86.5% Decrease of 9%	2023 96.6% Increased 10.1%	97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D. High School Dropout Rate Source: SARC	N/A	2021 12.5%	2022 26.7% Increase of 14.2%	2023 22.6% Decreased 4.1%	10%
5C. Middle School Dropout Rate Source: SARC	No data available	No data available	No data available	N/A	NA

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and/or implementation of these actions. The school utilizes strategic efforts to ensure students are engaged and attend school year day, including logging into the online school daily, attending required class connect sessions, and completing assigned work daily. The school continues to sustain and enhance student engagement through a multifaceted approach that includes ongoing coaching, support, and resource provision by the Compass and Attendance Advocate teams.

The Compass Engagement team assists new students/families and students struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach. By shifting to a data-driven identification process and standardizing support session content, the Compass team achieved a 79% increase in students served through Compass Engagement support levels 1 and 2. Updates to the Compass The Compass Social Support Coordinators offer information, resources, and support to students and families struggling to meet enrollment requirements due to a lack of engagement with school or in a crisis due to a lack of resources or social-emotional issues. The Compass team also provided targeted support to ensure the engagement of underrepresented families, including MKV and foster youth. It offers bilingual engagement support and has increased the number of bilingual engagement coaches over the past three years. The continued use of technological tools facilitated communication between Compass staff, students, and parents to encourage student and family outreach and daily engagement. (4.1)

In addition to the Compass team providing training, resources, and support to families that create understanding and support student engagement and attendance in a virtual school, the Attendance Advocate team actively monitors and tracks engagement and attendance. The Attendance Advocate team plays a pivotal role in actively monitoring and tracking engagement and student attendance data using the student information system. They diligently follow up on attendance discrepancies, generating reports to guide targeted interventions for students needing additional support. This includes daily outreach via phone, text, and email to families experiencing engagement challenges,

along with providing guidance and support to teachers and staff. They host weekly office hours in both English and Spanish to support all parents in successfully getting their students to school. School Pathways serves as the central hub for attendance reporting, enabling efficient identification of students requiring additional attention. Moreover, ELD Specialists actively reach out to parents and learning coaches in their primary language regarding attendance matters, utilizing translation services and bilingual staff to ensure effective communication. (4.2)

Teachers play a crucial role in monitoring student activity and assignment submission daily. They adhere to established protocols for supporting students who may fall behind, including providing necessary resources, implementing success plans, and initiating academic probation plans as needed. Student attendance data is tracked on weekly scoreboards, focusing on students with Individualized Education Plans (IEPs). Special education teachers collaborate with instructional teams to address attendance concerns, ensuring students receive the necessary support to participate in related service sessions.

Graduation Coaches expanded transcript audits for high school. They moved toward a predictive A-G tracking system to identify and guide students close to meeting requirements, correct course placement, and adjust the 4-year graduation plan. The Graduation Coaches have proved to be a valuable resource to our HS Counseling team and critical to improving student success in meeting graduation requirements by the target cohort year, to ensure on-time graduation.
Through these concerted efforts, the school will continue to build upon our successes and cultivate a culture of engagement and support within our school community in the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The chronic absenteeism rate, 10% is below the state average, of 24.3%. The student group of socioeconomically disadvantaged decreased 2.8% to 11.7%. The school's attendance rate increased 10.1% to 96.6%.

The school saw an increase in the percentage of students who exited onboarding support successfully within 2 weeks of enrollment, meeting all designated criteria. This is attributed to the actions outlined in goal/action 4.1, which includes the Compass staff providing training, resources, and support to families to create understanding and support student engagement. 96% of students who started the first day of school, 82% of Quarter 1 late-start students, and 84% of Quarter 2 late-start students were exited within 2 weeks of enrollment.

The school saw a decrease in the percentage of students with missing attendance and the percentage of No Contact letters being sent to students who completed support with a Compass Engagement Coach. This is attributed to the actions outlined in goal/action 4.1, which

includes the Compass staff providing weekly coaching and support to students identified by data as having low engagement or referred by teachers/staff or parents and needing additional support.

Level 1 Support (Small group; Learning targets include School Skills Checklist and SEL Benchmarks with a focus on self-awareness and self-management)
2% reduction in missing attendance
6% reduction in No Contact Letter #1

Level 2 Support (1-1 support; Learning targets include School Skills Checklist and SEL Benchmarks with a focus on self-awareness and self-management)
11% reduction in missing attendance
17% reduction in No Contact Letter #1

Action 2, Attendance Intervention is demonstrating effectiveness through the midyear Chronic Absenteeism Rate of 11.2% (semester 1).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will continue to implement the goals and actions outlined. Each staff member across all departments reviews student engagement and attendance rates weekly. Due to increased enrollment, an additional Attendance Advocate position will be added, and the Compass team will increase the targeted follow-up and onboarding support offered to families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Increase the graduation rate for pupils across sub-groups, including unduplicated pupils and those with disabilities, by 6% in each significant subgroup and overall by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E. Graduation Rate Source: Dashboard	2020 85.7% Increases 2.4% Socioeconomically Disadvantaged 84.4% Hispanic - 82.4% White - 89.5%	2021 60.9% Decrease 24.8% Socioeconomically Disadvantaged 58.5% Hispanic 50.0% White 87.5%	2022 73.8% Increase of 12.9% Socioeconomically Disadvantaged 73.6% Hispanic 80% White 69.2%	2023 79.1% Increase 5.3% Socioeconomically Disadvantaged 79.3% Hispanic 88.9% White 73.3%	70%
e. High School Course Pass Rate Source: Internal Data (OLS)	2020 84.8% Increase of 3.7%	2021 78.5% Decrease 6.3%	2022 75.8% Decrease of 2.7%	2023 77.6% Decreased 9%	85%
e. Credit Sufficiency % of students who are credit sufficient Source: Internal Data (SIS)	2021-22 60.2% English Learners 46.7% Student with Disabilities 55.8%	N/A New metric for 21-22	2022 76.1% Increase 18.7% English Learners 37.5% Student with Disabilities 64.1%	2023 74.4% Decreased 3% English Learners 54.6% Student with Disabilities 61.8%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged 56.3% African American 58.6%		Socioeconomically Disadvantaged 57.1% African American 81.3% Hispanic 72.5% White 76.4%	Socioeconomically Disadvantaged 72.4% African American 71.5% Hispanic 72.0% White 74.8%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Each semester, the Guidance Counselor or Freshman Support Specialist meets with students individually or in small groups to review student progress, course options, and update the student's course selection as needed. During these meetings, the grad plan is reviewed and students confirm course placement. Any requested or necessary changes to course placement are completed by the GC or FSS and the grad plan is updated. Grad plans must be reviewed each semester at a minimum to ensure students remain on a path to graduation. All members of the Counseling team are responsible for ensuring assigned students are on track to graduate by continually monitoring pass rates and credit deficiency, proactively reviewing and updating 4-Year Graduation Plans, ensuring needed documentation is collected, and communicating with families about concerns. Failing students and students with credit deficiency are prioritized. (Action 3)

Our counseling program is in the second year of the process of implementing an ASCA model. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The caseloads were reduced to a rate of approximately 350:1 for Freshman Support Specialists and 250:1 for Guidance Counselors. (Action 3)

Graduation Coaches track student progress toward career college indicators and support efforts to locate students who withdrew from the school without an identified enrollment in another school. This follow-up positively impacted the credit sufficiency rate, ensuring accurate data was reported to the state. (Action 1) Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S. (Action 2)

The graduation coaches complete extensive transcript audits to track A-G requirements to allow our students to attend a 4-year college or university after high school. The transcript audit process also assists our Counseling team in identifying credit deficiency and errors in course placement which improves our graduation rate and decreases the high school dropout rate. An additional component to the Graduation Coach team job function is transcript and credit recovery. The team identifies missing transcripts in CUM files and contacts schools to recover missing credits for completed courses as well as audits of our own grade reporting periods to identify missing items for terms. The

graduation coaches have partnered with our College and Career Resource Specialist to participate in the ELC program ensures that academically talented and deserving California resident students from all over the state have automatic acceptance guaranteed at a UC. Another partnership with the College and Career Resource Specialist is to complete CalGrants GPA uploads as well as the new state requirement to track completion of the FAFSA/ CADAA. The graduation coaches also monitor our potential graduates closely in partnership with the Counseling team to provide outreach and support to have an impact on our graduation rate. (Action 1)

The high school continues our partnership with the Sacramento County Office of Education to provide professional development and instructional coaching to all math teachers. Live professional development sessions focus on the Standards for Mathematical Practice, standards alignment, priority standards, and engaging instruction. Math coaches from this team are paired with CAVA math teachers for continued instructional coaching to build capacity in integrating the Standards for Mathematical Practice into all instructional opportunities. (Action 4)

Two years ago, we implemented a Lab program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in learning in English or Math are enrolled in Math Lab and/or English Lab I. These courses have been structured to support students in the prerequisite skills necessary to master grade level content in the math and English core courses. This course addresses two identified barriers to freshman success. Lab freshmen are enrolled in a more limited breadth of courses, with at most one elective. Students who are proficient in one subject will have an elective instead of the Lab course in that subject. By participating in supplemental courses, Lab teachers are able to teach the prerequisite skills necessary for mastery, as well as provide additional teacher support on specific assignments in the core courses. (Action 5) Last year we increased our Lab offerings to include support for the second year of 2-year Algebra for our 10th grade students. We have seen great success in all of our Lab programs.

To support A-G completion, the College and Career Resource Specialist works with the Assistant Director of High School and Principals to prepare all students to graduate college and career ready. The position works collaboratively with administrators, teachers, and support teams across grades 9-12 to educate students, families, and staff on postsecondary options; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. The Dual Enrollment and AP Specialist works with the Assistant Director of High School and principal to implement a high quality and diverse college level opportunities. The position works collaboratively with administrators, teachers, and support teams to coordinate AP testing and professional development for AP teachers; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. (Action 6)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Finance

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our overall graduation rate increased by 5.3% in CAVA @ Maricopa to nearly meet our goal of a 6% increase overall and in all student groups. Our Hispanic students increased by 8.9% and socioeconomically disadvantaged students increased by 5.7%. Both groups have seen continued increases over the last 2 years. There was an artificial boost in grad rate from 2021-2022 due to AB 104 (Pandemic) grads who opted into state minimum course requirements (reduced credit model) to earn a diploma.

The credit of students who are credit-sufficient decreased slightly (3%). However, there was an increase for English learners by 17% as well as socioeconomically disadvantaged by 15%.

The following data demonstrated the effectiveness of the Lab courses (Action 5). Students who were actively engaged in Math Lab 1 had a pass rate of 93% and those in Math Lab II had a pass rate of 99%, compared to the overall math pass rate of 71%. Students who were actively engaged in the Literacy Lab had a pass rate of 56% compared to those enrolled but not actively engaged who only had a 22% pass rate. This data is from semester 1 during 23-24.

We attribute the increases to the following actions. Each semester, the Guidance Counselor or Freshman Support Specialist meets with students individually or in small groups to review student progress, course options, and update the student's course selection as needed. During these meetings, the grad plan is reviewed and students confirm course placement. Any requested or necessary changes to course placement are completed by the GC or FSS and the grad plan is updated. Grad plans must be reviewed each semester at a minimum to ensure students remain on a path to graduation. All members of the Counseling team are responsible for ensuring assigned students are on track to graduate by continually monitoring pass rates and credit deficiency, proactively reviewing and updating 4-Year Graduation Plans, ensuring needed documentation is collected, and communicating with families about concerns. Failing students and students with credit deficiency are prioritized.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the last 2 years we have provided after hours credit recovery courses. When students fail courses, it sets them farther off on their path to graduation. Having to make-up for failed courses, while maintaining current courses can be difficult. This after-hours option allows students to focus on their core and their credit recovery courses and make-up those missed HS units towards graduation. In addition to these credit recovery courses, we also began offering after hours A-G courses for those students wishing to regain A-G credits, to stay on the path to 4-year college readiness.

We also implemented 1:1 after hours support for MKV students and students with disabilities. We use course grades and progress, as well as Star360 scores to identify students needing this extra layer of support. We support these students with their core courses, as well as with study skills and organization to help them be successful in school.

We are continuing our PLC journey at the CAVA high school and focusing specifically on the 4 essential questions: What do students need to know? How will we know if they learned it? What will we do when they do not? And what will we do when they do? Last year we offered professional development and support to help all our high school teachers identify the guaranteed and viable curriculum in their course that every student will master. This year, we continued that topic and began to focus on how we will know if students learned those GVC standards. We adopted Edulastic (now PEAR Assessment) as a tool for creating and giving common formative assessments. We set aside time during our work week weekly for all small teacher teams (CTTs) to collaborate on their work surrounding the 4 essential questions. We created a high school Guiding Coalition to oversee and provide feedback on the work of these teacher teams.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Virtual Academy at Maricopa	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Virtual Academy at Maricopa is a charter school that provides a full-time online independent study program for TK–12 students. The WASC-accredited school offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving students from the following counties, Kern, Inyo, and Santa Barbara. Students are offered an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

Student Demographics (Fall 2023-24)

11.5% English Learners (Number of students 143)
0.0% Foster Youth (Number of students 0)
1.3% Homeless Youth (Number of students 16)
0.0% Migrant Education (Number of students 0)
12.8% Students with Disabilities (Number of students 159)
78.7% Socioeconomically Disadvantaged (Number of students 982)

80.2% Unduplicated Students (Number of students 1,000)

Total Enrollment 1,247

Mission Statement California Virtual Academy at Maricopa is dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Collective Commitments

- Facilitate meaningful connections & partnership between students, parents, and all school staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our schools

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The ELA CAASPP results declined 8 points overall (41.2 below standard). The student groups of socioeconomically disadvantaged (49 below) and students with disabilities (100.6 below) maintained. Even though students with disabilities maintained, they are still indicated Red on the dashboard because they are so far below stand. The student group of English Learners (71.6 below) decreased and is indicated as Red on the Dashboard. the student groups of African American (51.6 below), Hispanic (44.7 below), and White (37.8 below) all declined and are indicated as Orange on the Dashboard. All students maintained in CAASPP math (82.6 points below standard). The student group of African Americans (98.2 below) declined and is indicated as Red on the Dashboard. The student group of English Learners (110.8 below) maintained and is indicated as Red on the Dashboard. The student group of Hispanic (90.3 below) maintained. The student groups of Students with Disabilities (134.8 below), socioeconomically disadvantaged (92.6 below), and White (72.5 below) increased.

The goals in this plan were developed to increase student achievement, paying specific attention to closing the achievement gap. Even though English learners decreased in ELA and maintained in math, they increased their English language proficiency by 10%. English learners progressed in English language development but need additional support with grade-level curriculum. The College/Career Indicator (18%) is well below the state average of 43.9% prepared. The percentage of students completing a CTE pathway, 3%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.7%, which is lower than all students. The graduation rate increased 5% and is now 79.1%. However, it is still below the state average of 86.4% The Suspension Rate remains at 0%. Chronic Absenteeism increased slightly (2%) and is now 10% which is below the state average of 24.3%. The student groups of socioeconomically disadvantaged and students with disabilities are above all students. .

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard.
English Learners: CAASPP ELA & Math
Student with Disabilities: CAASPP ELA

African American: CAASPP ELA Math

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
(4a.1) Parents	Parent meetings were held in September, November, March and May. Meetings are held via Zoom and recorded so if a parent can't attend live, they can watch the recording. There is an English and a Spanish session. There is time during each session to allow parents to ask questions and provide feedback. Surveys are provided to those who attended or watched the recorded session. This allows for parents to provide input in writing. The parents in grades 2, 5, 7, 9, and 11 are asked to complete a climate survey yearly. A survey regarding the LCAP is sent to all parents yearly. A community survey was shared with educational partners during semester one. It will be sent in June for semester two to collect feedback on activities, events, and connections provided to students and families. Monthly Coffee Chats are held for parents in English and Spanish to provide opportunities for formal and informal input. Monthly Family Teacher Organization (FTO) meetings are held to strengthen student support by increasing partnership between home and school. A community social platform is used for families to connect, and the CAVA website ensures families understand their rights, have opportunities to build relationships, and are encouraged to advocate for their students and all students. Parent Connections provides formal and informal feedback opportunities, including parent training and workshops, open houses, meet and greets, and orientations. The Bear Tracks weekly community newsletter is sent to staff and families and highlights events and activities. In-person events offered to students and families create opportunities for educational partners in geographical areas to

Educational Partner(s)	Process for Engagement
	connect and share feedback with the school. Teachers regularly conference with families on student progress and expectations, collecting feedback on the student experience and identifying needs and additional supports needed. Student Pulse Checks are provided to students one week before enrollment, 2-weeks after the school start date, and then six times throughout the school year to collect specific feedback and provide immediate follow-up support. Parents of students with disabilities receive a yearly survey where they are asked to reflect on the year and make recommendations for change. Parents are generally satisfied with Special Education Services at the school. They noted that staff: listen, are respectful, and responsive. Many highlighted the flexibility of our program as a motivating factor for continued enrollment. Being an independent study program, parents are an integral part of their child's education. The person supporting their child each day with their course work is referred to as a Learning Coach. Teachers, administration, and all school personnel work with parents/learning coaches daily to ensure students are learning. Supporting students is a two-way conversation.
(4a.2) Students	The school offers student government for middle and high school students. A community survey is sent to parents and students each semester to collect feedback on activities, events, and connections provided to students and families. In-person events are offered to students and families to create opportunities for educational partners in similar geographical areas to connect and share feedback with the school. Student Pulse Checks are provided to students one week before enrollment, two weeks after the school start date, and five times throughout the school year to collect specific feedback and provide immediate follow-up support. Another significant opportunity for students to provide input is through the climate survey. The climate survey gauges how safe and connected students feel in the virtual school environment. Students and parents in grades 2, 5, 7, 9, and 11 were asked to participate in the survey during the spring of the 23-24 SY school year.

Educational Partner(s)	Process for Engagement
(4a.3) Teachers and other staff	Guiding coalition teams collaborate to share instructional practices and increase academic outcomes for our students. Accountability meetings (WIGs) held schoolwide to identify barriers and meet schoolwide goals (proficiency, chronic absenteeism graduation rates). PLC structure, including meetings, ensures staff is engaged in professional dialogue around achievement and support. Teacher Pulse checks are provided each semester to staff and teachers during the school year.
(4a.4) Principals and Administrators	The leadership team, including administrators, principals, and teacher leaders, participate in a root cause analysis to identify potential causes of current outcomes at the end of each quarter. Department-led focus groups meet regularly to collect feedback and identify areas of need.
(4a.8) English Learner Advisory Committee	An EL parent meeting is held in September. ELAC meetings are held in October, January, March, and May. Meetings are held in both English and Spanish.
MKV/Foster Coordinator/Administration	The school provides ongoing outreach and collaboration with homeless and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is requested yearly and is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The improved accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping increase the number of homeless/foster students served. Once identified, students receive frequent outreach from a dedicated MKV/Foster Coordinator and are given opportunities to request additional resources from the school, including hotspots, computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted and localized information about community resources, mental health support through Care Solace, FAFSA, college application support, and prioritized access to engagement support from the school Engagement Coaches and Social Support Coordinators.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board meets 2-3 times a year. The Advisory Board assists the Prep Program by providing market-based expertise and guidance in the development, implementation, and evaluation of its various Industry Sectors and career pathways.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 3rd-5th and Middle School Department will focus professional development around high-performing teams which focuses on the ongoing cycle of inquiry or student data based on standards and skills. Additional PD will be offered to all teachers responsible for Integrated ELD to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. (Goal 1, Action 1)

The school will be furthering the implementation of an MTSS model through the creation of grade span MTSS teams to analyze data to determine what students need Tier 2 and Tier 3 intervention and identify barriers to learning. The SEL/Counseling team and grade level leaders will be an integral part of these teams to allow collaboration on individualized support for students based upon needs. (Goal 1, Action 4)

The ELD department will begin providing LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students who are not demonstrating success in content area classes within the four-year monitoring period with tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. (Goal 1, Action 3)

The Career and College Prep Advisory Board provided input and feedback to the school administration to determine which health sciences pathways to close. (Goal 1, Action 5)

Parents stated they would like additional training to support their efforts to improve their capacity as a learning coach, including time management tools, technology training, and increasing their knowledge of other available resources and support. In response, the amount of FTE for the Community Coordinator was increased. Parents requested support in developing at-home strategies for motivating their child, emotional support for children & appropriate balance of discipline. In response, the amount of FTE for the SEL, Counseling Specialists was increased. (Goal 2, Action 2)

Parents and students would like teachers to allow for more in-school opportunities for students to interact with their teachers and classmates, work collaboratively, and increase time for social interactions. The administration is working with teachers to increase the amount of time provided for student collaboration during class time. In addition, more after-school activities are being offered, including a broad range of after-hours student clubs. The Community Engagement team has likewise increased the number and scope of the activities provided to parents, including programs for Spanish-speaking parents. (Goal 2, Action 2)

The amount of FTE for the Onboarding Specialist was increased to provide leadership and ensure individualized and ongoing onboarding support throughout the first year of enrollment. Incoming families benefited from targeted resources that outlined program expectations and communication platforms, identified resources and support request processes, and supported the effective use of the online school platform. (Goal 2, Action 2)

The number of unhoused and foster youth numbers increase, additional MKV & Foster Youth Coordinator FTE are being added. (Goal 3, Action 5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed because the CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard), English learners (72 below standard), and Students with Disabilities (100.6 below standards) are below all students (41 below standard) in ELA. Both English learners and students with disabilities were indicated in Red on the Dashboard. The overall ELA was 28 points below the state average. In ELA, 16% of students with disabilities meet or exceeded standard, when 35% of all students did. In spring 2024, 89% of students with disabilities were also low-income.

The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard), English learners (111 below standard), and African American (98.2 below) are below all students (83 below standard) in math. Both English learners and African Americans were indicated in Red on the Dashboard. The overall in Math was 34 points below the state average. Star360 data for K-2 shows the student groups of English Learners, Students with Disabilities, Socioeconomically Disadvantages, and African Americans were lower than all students in ELA and math. In math, 18% of African Americans (74 students) meet or exceeded standard, 15% of socioeconomically disadvantaged African Americans (66 students) meet or exceeded standard.

English learners (EL) increased in English language proficiency by 11%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students.

The percentage of students completing a CTE pathway, 3%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.7%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 17.7%, which is below the state average of 43.9%.

Action 1.4, Instructional Support, was developed to address the Red indicators for the student groups of African American, English learners, and Students with Disabilities. English learners are also specifically addressed in 1.3. Even though the student group of socioeconomically disadvantaged isn't indicated as Red, it is still below all students. This goal will also support all students working below standard. ELA and math overall are lower than the state average. ELA is 28 points and math is 34 points lower than the state average.

CAASPP Grades 3-8, 11 Points from Standard
ELA 41.2 below standards (517 Students Tested) State average 13.6 below
Red Dashboard Indicators
English Learners 71.9 below (67 students) State average 66.7 below
Students with Disabilities 100.6 below (63 Students) State average 96.3 below

Math 82.6 below standard (515 students) State average 49.1 below
Red Dashboard Indicators
English Learners 110.8 below (67 students) State average 93.4 below
African American 98.2 below (69 students) State average 104.5 below

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A. Performance on Statewide assessments. ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 41.2 below English Learners 71.9 below Student with Disabilities 100.6 below Socioeconomically Disadvantaged 49 below African American 51.6 below Hispanic 44.7 below White 37.8 below			Increase 20 points overall and in all student groups.	
1.2	4A. Performance on Statewide assessments. Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 82.6 below English Learners 110.8 below Student with Disabilities 157.4 below			Increase 20 points overall and in all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 92.6 below African American 98.2 below Hispanic 90.3 below White 72.5below				
1.3	4A. Performance on Statewide assessments. CA Science Test Source: Dataquest	2023 22.1% English Learners 3.0% Student with Disabilities 8.0% Socioeconomically Disadvantaged 8.0% African American 16.7% Hispanic 20.0% White 26.2%			Increase 20% overall and in all student groups.	
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 17.7% Socioeconomically Disadvantaged 16.7%			Increase 20% overall and in all student groups.	
1.5	CCI Details (4B) a-g Completion (4C) CTE Pathway (4D) Completion Both CTE & a-g Completion (4G) Passage of AP Exam	2023 a-g Completion 14.9% CTE Pathway Completion 3.0% Both CTE & a-g Completion 1.5% Passage of AP Exam 1.6%			Increase 20% for each	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(4H) Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	Early Assessment Program (EAP) 25.8%				
1.6	4E. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: Dashboard	2023 50.0%			Increase 10%	
1.7	4F. English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Internal	2023 11%			25%	
1.8	8. Grades K-1 Early Literacy Grade 2 Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 42.9% English Learners 36.4% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.1% African American 31.0% Hispanic 47.1% White 46.3%			Increase 10% overall and in all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	8. Math grades K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 42.2% English Learners 0.0% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.7% African American 20.0% Hispanic 46.0% White 45.5%			Increase 10% overall and in all student groups	
1.10	8. Reading Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 45.0% English Learners 32.8% Student with Disabilities 48.7% Socioeconomically Disadvantaged 43.6% African American 46.9% Hispanic 37.5% White 44.5%			Increase 10% overall and in all student groups	
1.11	8. Math Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment.	2023 49.5% English Learners 47.5% Students with Disabilities 40.5% Socioeconomically Disadvantaged 48.9% African American 49.5% Hispanic 49.0% White 48.5%			Increase 10% overall and in all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers	$1,301,900.11	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.		
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	$312,629.62	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in five primary languages from Tutor.com. Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with the Off2Class program, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math	$202,655.45	Yes

Action #	Title	Description	Total Funds	Contributing
		standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. Support Newcomer students with tier 3 language intervention using the Rosetta Stone program, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Support	The school's Multi-Tiered System of Supports (MTSS) is a continuous improvement framework that aims to combine and clarify problem-solving processes, and align resources and initiatives, into a comprehensive model that addresses the needs of all students. The school's MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. Each department within the school has its own MTSS framework that includes the following critical components: • Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law). • Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports. • Universal Screener: A tool to identify students who may be at risk for poor outcomes and need additional academic, social-emotional, or behavioral supports immediately and intensively. • Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards. • Tier 2: Supplemental Interventions - Based on common formative and summative assessment data, PLTs identify students in need of intervention and extension on the GVC standards. The Shared Instruction sessions are led by General Education, Special Education, and English Language Development teachers/specialists to ensure that the academic needs of all students - including all student groups, especially, English learners, socioeconomically disadvantaged, and students with disabilities, are addressed with this additional instruction and support. • Tier 3: Intensive Interventions - Targeted students receive intensive support to master foundational and universal skills. Each grade span department has an established MTSS Team - a team of educators from within the department that focuses intensely on the individual needs of a department's most at-risk students by:	$103,437.73	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Identifying individual students with significant needs or whose needs are not sufficiently met by Tier 2 supports 2. Diagnosing the cause of the individual student's struggles 3. Determining the most appropriate intervention(s) 4. Monitoring the student's progress 5. Revising intervention(s) as necessary 6. Referring students for a Student Study Team (SST) Meeting when adequate progress is not being made Each department's MTSS Team meets on a frequent, cyclical basis and is composed of a comprehensive group of educators and administrators that can provide the necessary perspectives and expertise on the multitude of needs that at-risk students experience. All tier 3 interventions have clear entry and exit criteria, progress monitoring plans, and expected outcomes. Instructional leads are assigned a grade-span and work closely with teachers to oversee and monitor the response to instruction for students identified as needing supplemental support in math and/or English Language Arts. Instructional Leads review student referrals, approve participation, and provide training for supplemental instructional programs; progress monitor students participating in supplemental programs to ensure interventions are implemented with fidelity; work in partnership with teachers and parents to develop prescriptive plans; and provide additional instructional support, scaffolding, and resources for students participating in supplemental programs. Further the lead collects, analyzes, and monitors formative and interim student assessment data. Special education leaders and teachers utilize an evidence-based strategy to focus on improving students' proficiency/mastery of state standards in ELA and math. The strategies used guide the team to (1) identify goals, (2) keep a visual display of progress towards goals, (3) commit to complete actions that aim to influence the goal, and (4) analyze effectiveness of actions toward achieving the goals. The special education team works in partnership with general education staff and programs to ensure data regarding students in special education is considered when creating and managing programs that aim to improve student achievement. The related services team places a high priority on assigning services and supports to students with disabilities quickly to ensure they have full access to the		

Action #	Title	Description	Total Funds	Contributing
		same curriculum and learning opportunities as their general education peers. The special education team reviews IEPs for accuracy and communicates with the instructional team if a student is not accessing the services the team determined they need. Feedback provided from all educational partners and comprehensive student achievement data is used to determine staff professional development annually. The school offers professional development for all teachers and specialists in the school's MTSS framework, tier 1 best practices for academic, behavioral, and social-emotional learning, tier 2 supplemental intervention resources and strategies, tier 3 intensive intervention programs, and making content area instruction and assessment more accessible for English Learners and Students with Disabilities.		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media, and Entertainment, Health Science and Medical Technology, and Hospitality, Tourism, and Recreation. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a careers exploration course. Once the course is complete, they can enroll in High School IT and Tech courses for high school credit.	$214,200.48	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Summer School	The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community.	$77,685.21	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide safe and effective learning environments that foster positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them wit information and resources to support student learning. The home language of all English learners and those EL reclassified is 14% Spanish and 18% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 80% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	3A. Efforts the LEA makes to seek parent input in making decisions for the LEA . Summary of the trends and feedback from various parent surveys.	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview			Increases opportunities to provide feedback	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.				
2.2	3B. How the LEA will promote parental participation in programs for unduplicated pupils.	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to			Increase parental participation in programs for unduplicated pupils.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.				
2.3	3C. How the LEA will promote parental participation in programs for individuals with exceptional needs.	2023 All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs.			Maintain	
2.4	6A. Suspension Rate Source: Dataquest	2023 0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	6B. Expulsion Rate Source: Dataquest	2023 0%			0%	
2.6	6C. Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1% School fosters and appreciation of differences and diversity 100% Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.			Increase parent and student participation in the climate survey.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$6,845.02	Yes
2.2	Engagement	To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation between participation in extracurricular activities and academic performance	$63,235.77	Yes

Action #	Title	Description	Total Funds	Contributing
		(HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.		
2.3	Social Emotional Learning, Prevention, and Intervention	The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts. The SEL, Prevention & Intervention Department will support student resilience by: fostering supportive adult-child relationships scaffolding learning so students build a sense of self-efficacy and control strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction providing specialized support and targeted resources to students and families dealing with trauma Identifying and implementing protocols to ensure school and student safety.	$75,165.59	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in a well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard) and English learners (72 below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard) and English learners (111 below standard) are below all students (83 below standard) in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1A. Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 1.2%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 0.3%				
3.2	1B. Every pupil has sufficient access to standards-aligned instructional materials. Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.			100%	
3.3	1C. School facilities are maintained in good repair.	N/A Virtual			N/A	
3.4	2A. Implementation of the academic content and performance standards adopted by the state board. Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.			Full Implementation and Sustainability (5)	
3.5	2B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content	2023 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making			ELD aligned to ELA Standards Progress in providing professional learning for teaching and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	knowledge and English language proficiency.. Source: Dashboard	instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (4).			making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	
3.6	7A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.			Maintain Offerings	
3.7	7B. Programs and services developed and	Fall 2023			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided to unduplicated pupils. Source: Internal SIS	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.				
3.8	7C. Programs and services developed and provided to individuals with exceptional needs.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.			Maintain	
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%			10%	
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$150,467.04	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$178,745.52	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.	$228,182.44	Yes
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	$114,055.00	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-	$13,270.86	No

Action #	Title	Description	Total Funds	Contributing
		based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.		
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	$33,889.79	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused action was developed to decrease chronic absenteeism. Students can only learn if they attend school. The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (12%) is higher than all students, 10%. The group of students with disabilities, 14%, is also higher.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5A. School Attendance Rate Source: Internal SIS	2023 96.6% English Learners 95.0% Student with Disabilities 96.0% Socioeconomically Disadvantaged 96.5% African American 96.9% Hispanic 96.5% White 96.6%			98% for all students and all student groups	
4.2	5B. Chronic Absenteeism Rate Source: Dashboard	2023 10.0% English Learners 10.8% Students with Disabilities 14.3%			8% for all students and all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 11.7% African American 8.9% Hispanic 9.8% White 10.2%				
4.3	5D. High School Dropout Rate Source: SARC	2023 22.6%			10%	
4.4	5C. Middle school dropout rates	N/A Since K-12 school, only HS dropout rate is calculated.			NA	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	$175,593.92	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate by 5% in each significant student group and overall, by the end of the school year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on increasing the graduation rate. The grad rate increased 5% to 79%, and all student groups increased. However, we are still below the state average of 86.4%. Implementing the actions in this goal should continually increase the rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5E. Graduation Rate Source: Dashboard	2023 79.1% Socioeconomically Disadvantaged 79.3% Hispanic 88.9% White 73.3%			85%	
5.2	High School Course Pass Rate Source: Internal	2023 77.6% English Learners 57.9% Student with Disabilities 69.0% Socioeconomically Disadvantaged 75.1% African American 68.5% Hispanic 65.4%			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 67.8%				
5.3	Credit Sufficiency % of students who are credit-sufficient Source: Internal	2023 74.4% English Learners 54.6% Student with Disabilities 61.8% Socioeconomically Disadvantaged 72.4% African American 71.5% Hispanic 72.0% White 74.8%			80%	
5.4	% of Students who Completed a-g Requirements Source: Dashboard	2023 14.9% Socioeconomically Disadvantaged 13.8% Hispanic 11.1% White 16.7%			30%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$404.10	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups.	$155,467.52	Yes
5.3	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	$71,673.14	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	$33,370.43	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,510,424	$508,480.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.343%	5.181%	$703,192.07	35.524%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard) and English learners (72 below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wise basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (111 below standard) are below all students (83 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard) and English learners (72 below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard) and English learners (111 below standard) are below all students (83 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wise basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.4	**Action:** Instructional Support **Need:** Student Groups: Student with Disabilities African American The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard), English learners (72 below standard), and Students with Disabilities (100.6 below standards) are below all students (41 below standard) in ELA. Both English learners and students with disabilities were indicated in Red on the Dashboard. The overall ELA was 28 points below the state average. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard), English learners (111 below standard), and African American (98.2 below) are below all students (83 below standard) in math. Both English learners and African Americans were indicated in Red on the Dashboard. The overall in Math was 34 points below the state average. Star360 data for K-2 shows the student groups of English Learners, Students	The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math. This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students preforming below grade level can benefit from these opportunities.	Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with Disabilities, Socioeconomically Disadvantages, and African Americans were lower than all students in ELA and math. In ELA, 16% of students with disabilities meet or exceeded standard, when 35% of all students did. In spring 2024, 89% of students with disabilities were also low-income. In math, 18% of African Americans (74 students) meet or exceeded standard, 15% of socioeconomically disadvantaged African Americans (66 students) meet or exceeded standard. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** LEA-wide		
1.5	**Action:** Career & Technical Education (CTE) **Need:** The percentage of students completing a CTE pathway, 3%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.7%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 17.7%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on	Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. **Scope:** LEA-wide	increasing overall CTE Completion rates for all students.	
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 80.2% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education.	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:** There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 78%, while it is only	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	58% for English learners and 75% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.?	We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard) and English learners (72 below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard) and English learners (111 below standard) are below all students (83 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it, however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide		
3.6	**Action:** Staff Training **Need:** During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training. **Scope:** LEA-wide	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators. This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.	Progress will be monitored through teacher turnover rate and percentage of new hires each year as well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.
4.1	**Action:** Compass **Need:** The Chronic Absenteeism data shows the student group of socioeconomically	Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged (12%) is higher than all students, 10%. The attendance rate of English learners, 95%, is lower than all students, 97%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	socioeconomically disadvantaged students; however, it will also benefit all students who are not participating in school.	
4.2	**Action:** Attendance Intervention **Need:** The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (12%) is higher than all students, 10%. The attendance rate of English learners, 95%, is lower than all students, 97%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	Teachers will monitor and follow up with students not completing assignments and attending class. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged students; however, it will also benefit all students who are not participating in school.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.
5.2	**Action:** Guidance Program **Need:** The course pass rate for all students is 78%, the student group of English learners is 58%, and socioeconomically disadvantaged is 75%.	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is being provided on	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The credit sufficiency for English learners (55%) and socioeconomically disadvantaged (72%) are below all students (74%). Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority. **Scope:** LEA-wide	an LEA-wide basis to maximize their impact in increasing overall graduation rates for all students.	
5.3	**Action:** Math/ELA Intervention **Need:** Additional student groups Student with Disabilities African American High school students cannot graduate without completing math and ELA courses. The course pass rate for all students is 78%, the student group of English learners is 58%, and socioeconomically disadvantaged is 75%. The credit sufficiency for English learners (55%) and socioeconomically disadvantaged (72%) are below all students (74%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium).	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Support **Need:** English learners (EL) increased in English language proficiency by 11%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency in English is a priority (high or medium).	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 14.3% Spanish and 19.9% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	**Action:** Student ISP **Need:** Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, they sometimes find that is is	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)		
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	Credit sufficiency rate for students transferring from a non-US school will be used to monitor progress, as well as, feedback from staff and families.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

None of the limited actions above are associated with a planned percentage of an improved service.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to ensure we hire and maintain high-quality teachers to support unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$14,864,562	4,510,424	30.343%	5.181%	35.524%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,896,408.57	$104,201.56		$512,264.61	$3,512,874.74	$1,930,050.12	$1,582,824.62

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$12,883.66	$1,289,016.45	$1,251,122.47	$27,044.66		$23,732.98	$1,301,900.11	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$312,629.62	$0.00	$312,629.62				$312,629.62	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$194,618.76	$8,036.69	$202,655.45				$202,655.45	
1	1.4	Instructional Support	English Learners Low Income Students with Disabilities African American	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$82,277.88	$21,159.85	$12,244.90	$16,754.39		$74,438.44	$103,437.73	3.74%
1	1.5	Career & Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	MS & HS	24-25	$207,764.70	$6,435.78	$200,472.14			$13,728.34	$214,200.48	
1	1.6	Summer School	All	No				24-25	$77,685.21	$0.00		$1,256.81		$76,428.40	$77,685.21	
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$0.00	$6,845.02	$6,845.02				$6,845.02	
2	2.2	Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$33,167.87	$30,067.90	$34,895.41			$28,340.36	$63,235.77	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No				24-25	$68,797.25	$6,368.34		$2,988.57		$72,177.02	$75,165.59	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	$0.00	$150,467.04	$150,467.04				$150,467.04	
3	3.2	High Quality Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$178,341.42	$404.10	$178,745.52				$178,745.52	8.76%
3	3.3	Equity, Access & Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$189,497.40	$38,685.04	$172,430.42	$22,786.70		$32,965.32	$228,182.44	
3	3.4	Curriculum Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$114,055.00	$0.00	$114,055.00				$114,055.00	
3	3.5	MKV/FY	All	No				24-25	$10,425.44	$2,845.42				$13,270.86	$13,270.86	
3	3.6	Staff Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$30,802.64	$3,087.15	$30,802.64			$3,087.15	$33,889.79	
4	4.1	Compass	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$175,274.08	$319.84	$85,618.43			$89,975.49	$175,593.92	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$0.00	$0.00	$0.00				$0.00	3.55%
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School	24-25	$0.00	$404.10	$404.10				$404.10	
5	5.2	Guidance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools High School	24-25	$155,467.52	$0.00	$112,526.50			$42,941.02	$155,467.52	
5	5.3	Math/ELA Intervention	English Learners Low Income Students with Disabilities African American	Yes	LEA-wide	English Learners Low Income	All Schools High	24-25	$71,673.14	$0.00	$30,493.91			$41,179.23	$71,673.14	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
5	5.4	A-G Completion	All	No				24-25	$14,688.53	$18,681.90		$33,370.43			$33,370.43	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$14,864,562	4,510,424	30.343%	5.181%	35.524%	$2,896,408.57	16.050%	35.535 %	Total:	$2,896,408.57
								LEA-wide Total:	$2,536,036.96
								Limited Total:	$360,371.61
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$1,251,122.47	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$312,629.62	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$202,655.45	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$12,244.90	3.74%
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	MS & HS	$200,472.14	
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,845.02	
2	2.2	Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$34,895.41	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$150,467.04	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$178,745.52	8.76%
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	$172,430.42	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$114,055.00	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Low Income	All Schools	$30,802.64	
4	4.1	Compass	Yes	LEA-wide	English Learners Low Income	All Schools	$85,618.43	
4	4.2	Attendance Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	3.55%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School	$404.10	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Low Income	All Schools High School	$112,526.50	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools High School	$30,493.91	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,251,118.85	$1,726,443.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$221,566.76	98,710.63
1	1.2	Assessments	Yes	$27,158.51	27,158.51
1	1.3	Academic Administrators	Yes	$44,167.31	45,169.81
1	1.4	English Learner Interventions and Support	Yes	$152,403.99	151,526.28
1	1.6	Instructional Coaches	Yes	$234,050.39	236,519.93
1	1.7	Summer School	Yes	$82,342.93	89,992.72
1	1.8	Career & Technical Education (CTE)	Yes	$192,939.46	162,867.93
1	1.9	Instructional Support	Yes	$155,224.43	151,808.72
2	2.2	English Language Services	Yes	$2,502.38	1,956.98
2	2.3	Engagement and Communication	Yes	$48,909.24	51,827.62
2	2.5	Social Emotional Learning, Prevention, and Intervention	No	$58,808.00	78,713.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP Reimbursement	Yes	$160,899.44	148,020.36
3	3.2	Highly Qualified Credentialed Teachers	Yes	$202,536.21	-128,820.66
3	3.3	Accountability	Yes	$74,337.45	79,687.09
3	3.4	Curriculum Specialists	Yes	$87,488.43	89,245.27
3	3.5	McKinney Vento/Foster Youth Support	No	$8,767.00	12,781.09
3	3.6	New Teacher Training	Yes	$56,637.93	34,157.87
3	3.7	HS Scheduling	Yes	$21,362.87	18,988.75
4	4.1	Compass	Yes	$145,975.02	159,905.44
4	4.2	Attendance Interventions	Yes		
4	4.3	EL Engagement Support			
5	5.1	Graduation Coaches & Freshman Support Specialist	Yes	$76,045.57	78,451.98
5	5.2	Transcript Evaluation Service	Yes	$711.79	1,086.79
5	5.3	Guidance Program	Yes	$39,378.09	39,572.59
5	5.5	Math/ELA Intervention	Yes	$134,517.65	68,751.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.6	A-G Completion	No	$22,388.00	28,363.02
5	5.7	EL Classes	Yes	$0.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,011,653	$1,712,523.85	$1,210,031.07	$502,492.78	15.660%	15.890%	0.230%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$205,422.76	87,604.80		
1	1.2	Assessments	Yes	$27,158.51	27,158.51		
1	1.3	Academic Administrators	Yes	$44,167.31	40,557.17		
1	1.4	English Learner Interventions and Support	Yes	$152,403.99	151,526.28		
1	1.6	Instructional Coaches	Yes	$234,050.39	236,519.93		
1	1.7	Summer School	Yes	$30,278.93	30,253.33		
1	1.8	Career & Technical Education (CTE)	Yes	$160,172.46	150,426.92		
1	1.9	Instructional Support	Yes	$52,838.43	49,440.97	2.65%	4.10%
2	2.2	English Language Services	Yes	$2,502.38	1,956.98		
2	2.3	Engagement and Communication	Yes	$29,078.24	29,739.59		
3	3.1	Student ISP Reimbursement	Yes	$160,899.44	148,020.36		
3	3.2	Highly Qualified Credentialed Teachers	Yes	$202,536.21	-128,820.66	10.87%	7.90%
3	3.3	Accountability	Yes	$62,204.45	63,164.53		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Curriculum Specialists	Yes	$87,488.43	89,245.27		
3	3.6	New Teacher Training	Yes	$56,637.93	30,791.84		
3	3.7	HS Scheduling	Yes	$19,520.87	15,603.33		
4	4.1	Compass	Yes	$70,267.02	78,522.59		
4	4.2	Attendance Interventions	Yes			2.14%	3.89%
5	5.1	Graduation Coaches & Freshman Support Specialist	Yes	$35,151.57	35,855.35		
5	5.2	Transcript Evaluation Service	Yes	$711.79	1,086.79		
5	5.3	Guidance Program	Yes	$39,378.09	39,572.59		
5	5.5	Math/ELA Intervention	Yes	$39,654.65	31,804.60		
5	5.7	EL Classes	Yes	$0.00			

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,573,285	$4,011,653	.43%	29.986%	$1,210,031.07	15.890%	24.805%	$703,192.07	5.181%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2023-2024

Date of Board Approval

LEA Name

California Virtual Academy at Maricopa

CDS Code:

15-63628-037687

Link to the LCAP:
(optional)

https://fw.unitymg.com/rdr/DU:2247:1708?track=false

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. A comprehensive needs assessment was completed using the CA Dashboard, local assessment data, and stakeholder feedback. Federal funds are used to provide targeted support workshops and small group intervention classes for struggling students (tier 2 and 3) in grades K-12. These students are selected through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing. Federal funds are also used to provide academic assistance and support to students and learning coaches through the Family Academic Support Team. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. We continually review our progress and performance throughout the year using multiple measures. These include numerical student data disaggregated in multiple ways, parent and community meetings and anecdotal data.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To promote the alignment of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs, stakeholder groups are engaged to review LCAP goals, actions, and services as part of the planning process for the use of categorical funds. The LCAP is used as the school plan for categorical funds and ESSA requirements. The Family Academic Support Teams an LCFF-funded action that federal funds supplement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Students are identified as low-income using the National School Lunch Program criteria. LEA is a charter school.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
LEA is a charter school

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(3): N/A

ESSA Section 1112(b)(7)
Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parents can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log-in and submission of assignments. Weekly announcements are made in all the students' courses as well as frequent updates to families as general newsletters and tailored updates. Parents can connect with other parents through a Facebook group, parent groups meet in the online classroom, and a parent network. There are parent and student orientations for newly enrolled students. If a student and parent are not engaged the student is referred to our Compass Team for additional support. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to students and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and Parent Teacher Conferences to ensure individual attention for student academic success.

The school involves students and families in jointly developing the parent/family engagement policy through educational partner meetings, surveys sent to parents, students, and school meetings. The policy is emailed to parents of participating children as well as distributed during the annual Title I parent meeting, and it is posted on the school website.

The school assists parents of children in understanding such topics as, the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by holding quarterly check-ins with teachers. Teachers provide parents and students with assessment results (local diagnostic assessment, interim assessment scores), updates on students' Instructional Level, a guide on how to check student progress and grades on the online learning platform, and quarter/semester progress reports.

The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick-and-mortar school, the parent is coaching their learning daily.

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through a Community Coordinator, which is paid for with Title funds. The Community Coordinator organizes all strategies and ensures all program plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the student's online learning platform and can see, in live time, what a student has completed. Materials and training are provided to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. Most of the online content, websites with resources, and the parent notification system can be translated be a dropdown menu on the page. The school will provide opportunities for the informed participation of parents/family members (including parents/family members of migratory children), by providing information and school reports in a format and, to the extent practicable, in a language such parents understand. When requested, documents will be translated, and interpreters will be provided for meetings. The school will provide opportunities for the informed participation of parents/family members with disabilities by providing reasonable accommodations (sign-language interpreters...).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The school operates a Schoolwide programs and follows the regulations as outlined in the Every Student Succeeds Act (ESSA).

The schoolwide Title I programs provide ELA & math interventions for struggling students. These students will be selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward course level goals based on CCSS, scoring below grade level on the universal screening tool, and parent conferencing.

The Compass Team is utilized to promote engagement in school and attendance awareness by providing social emotional learning classes; improving study skills and organization; onboarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

The Community Coordinator improves the levels of parent and student engagement and ensures that this increased engagement leads to improved academic achievement. They facilitate and develop in-person and online opportunities for students and families to come together and work academically and socially regularly.

Support is provided to homeless and foster youth. The MKV/FY liaison collects data on homeless and foster students and reaches out to parents/guardians. Hotspots are provided when needed so students can access their online classes.

The elementary professional development (PD) are focused on targeted instruction and math. Middle School Professional Development lays the foundation for our school and program culture, along with encouraging collaboration and engagement from our staff and stakeholders. The professional development focuses on academic data review, setting student and program goals, and prioritizing common core major standards; within a small group and a personalized data dive and Instructional format review. HS professional development is focusing on student engagement and targeted instruction. Intervention professional development is focused on improving instructional strategies and understanding how to better incorporate deeper depth of knowledge instruction into targeted standards. Additional professional development on implementing intervention curriculum with fidelity is planned regularly throughout the year.

TAS: N/A

Neglected or delinquent: N/A Charter school doesn't provide services for a neglected or delinquent student in local institutions or community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless students are identified at enrollment and throughout the year as living situations change. The school will immediately enroll the student, even if the student lacks the records normally required for enrollment. Records will immediately be requested from the previous school. A Housing Questionnaire is completed for all students yearly. We assure that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. A MKV & Foster Youth Coordinator is assigned to each student who is homeless, the coordinator provides information on local community and mental health resources to help the family with their basic needs, and to assist the family in accessing internet service to ensure that the student can attend school regularly. The MKV & Foster Youth Coordinator continues to check in with the family throughout the school year, to provide needed school resources and encourage student success. If more intensive academic supports are deemed necessary, homeless students are referred to the Compass Team for additional SEL and attendance support.

The school provides the following with the reservation funds for homeless education.
MKV & Foster Youth Coordinator
Social Emotional Learning Prevention, and Intervention
Hotspot so students can complete their online assignments (independent study program)

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Freshman Support Specialists work closely with the Middle School Administration to prepare the rising 8th graders to the high school. Starting early spring semester, the Freshman Support Specialists invite 8th graders to live sessions that explain various components of HS, which include: the day in the life of a HS student, graduation requirements, meeting college eligibility requirements, how to indicate course preferences for 9th grade, and other highlights of HS. Further, to offer additional support with answering parent and student questions about the HS experience and courses, the specialists offer open office hours. There is not a formal presentation at that time it is more of a "drop in" time to speak with the HS staff. Live sessions also include current HS students who share their experiences with the rising 8th graders. As the spring semester continues, the Freshman Support Specialists are in communication with the 8th grader teachers and students preparing courses and expectations for the start of the school year.

Our CTE program provides opportunities for students by offering them work-based learning experiences, college campus tours, job fair/career fair access, etc. All these things are done by partnering with the community (local and statewide) and then bringing awareness of these occurrences to students and their families. A dual credit enrollment program will give students the opportunity to take classes in college that correlate to the pathway they are on at the Stride Career Prep; this will provide them the opportunity to earn college credit while taking courses that satisfy their high school pathway requirements. Upon successful completion of the entire pathway, a student has the chance to take a national test and if they pass that test, earn a national credential, while earning college credit and/or working towards an Associate degree.

Any student interested in the CTE program will speak with a Career Readiness Advisor during the enrollment process. The trained and certified Career Readiness Advisors are equipped with essential skills and knowledge needed to work with students in career exploration, career decision making, job seeking, and job placement and will offer the Voyager Assessment to all students. Once a student has completed the assessment, the results are sent to the Career Readiness Advisor who will then follow up with the student/family to go over their assessment results. In addition to this assessment opportunity, other opportunities for career counseling will present themselves when the program implements other student supports such as the ASVAB Career Exploration Program, Work-based Learning Experiences (WBL), Tallo: Virtual Resume, and Nepris: Connecting Industry to Classrooms.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
No funds were used for purposes listed above.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The school's professional development planning for teacher begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development. Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. At least three times a year, data is analyzed and shared with stakeholders through online meetings. During these meeting data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans.

Principals attend a yearly summit to improve data analysis, culture, and instruction. Summit topics are based upon school needs as identified in dashboard data and stakeholder feedback. Professional Development is based on CPSEL standards. Through the process, multiple measures are used to evaluate the Principal's performance and professional learning track, including observation, coaching conversations, antidotal records, data, self-assessment, and coaching/supervisor feedback. Principals have the opportunity to set professional goals and chart an individualized path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education and the state are provided. These are supported through release time and tuition assistance, as available.

All school leaders begin the year with trainings that focus on data, culture, and instruction. Book studies, best practices in online instruction, and student engagement resources are the focus of PD throughout the school year. Through the evaluation process, leaders set professional goals and chart a path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education are provided.

All new staff complete intensive training with veteran staff and through an online training sequence. The evaluation process provides regular opportunities for goal setting and professional development plans. A Grow Leaders program connects candidates for advancement and new leaders with mentors who can support their professional growth and leadership capacity. Staff new to the profession participate in CDE approved induction programs. All staff have the opportunity to advance their education through a partnership with Southern New Hampshire University in various areas of online education.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The school's professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development.

Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. Principals and leads consult with Instructional Coaches monthly to identify common areas of needed professional development for teachers.

Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. The following data is used in addition to CA Dashboard date, local benchmark assessments in math and reading, quarterly attendance rates, quarterly course pass rates,

Quarterly, data is analyzed and shared with stakeholders through online meetings. Stakeholders include, parents, students, teachers, principal, school staff, specialized instructional support personnel, and community members. During these meeting data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans. In addition, surveys are sent to students, parents, teachers, and other school staff to gather information and areas of need.

Title II activities are coordinated with the school's mission, data, and Title I professional development activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last two years, the school's overall English Learner (EL) student population has increased by 57%, with the percentage of Long-Term English Learners exceeding the state average. While the school's EL student group has a lower chronic absenteeism rate than the statewide average and EL students are graduating from high school at a rate similar to their non-EL peers, there are three identified areas for EL improvement based on the school's language proficiency and basic skills proficiency data:

(1) The school's EL percentage of progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC), is above by 1.3% of the state average.
(2) EL students are not demonstrating ELA proficiency at the same rate as their non-EL peers.
(3) The percentage of ELs reclassified to fluent English proficient (RFEP) remains below the state average.

In response to these identified areas for EL improvement, the school is committed to providing high-quality professional development for staff members that improves and has a positive, lasting effect on the instruction and assessment of English learners and increases students' language proficiency or substantially increases the subject matter knowledge.

In the area of Designated English Language Development (ELD), the school is committed to providing all ELD Specialists with professional development to provide ELD standards-based instruction in a virtual, independent study program platform that includes differentiation by language proficiency levels and aligns with individual students' English Language Plan (ELP) annual goals. The Designated ELD professional development will consist of a series of sessions provided by an external consultant who specializes in this field and will be provided to all ELD Specialists who service active English Learners and reclassified and monitored students across grades TK-12. Each session will be two hours in length and will have clear learning targets, measurable outcomes, and an application task assigned. In between professional development sessions, ELD Specialists will be tasked with implementing the learned practice, strategy, or scaffold in the context of their Designated ELD classroom instruction. During this application period, ELD Specialists will be supported by their assigned ELD Lead. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

In the area of Integrated ELD, the school is committed to providing all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms. The Integrated professional development will focus on cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. Each session will be two hours in length and will have clear learning targets, measurable outcomes, and an application task assigned. In between professional development sessions, teachers attending will be tasked with implementing the learned practice, strategy, or scaffold in the context of Integrated ELD classroom instruction. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last two years, the school has identified a proficiency gap between the percentage of English Learners demonstrating English Language Arts proficiency, in comparison to the overall student population. Most recently, 48% of TK-2 EL students demonstrated ELA proficiency, compared to 61% of the total student population reaching proficiency; 12% of 3-5 EL students demonstrated ELA proficiency, compared to 37% of the total student population reaching proficiency; 5% of Middle School EL students demonstrated ELA proficiency, compared to 26% of the total student population reaching proficiency; and 7% of High School EL students demonstrated ELA proficiency, compared to 29% of the total student population reaching proficiency. These results are from the Star360 assessment.

The school intends to use Title III funds to support the salary of an ELD Coach whose primary duty is to provide training in effective EL instruction in content area classrooms based on California's English Language Development (ELD) standards, facilitate conversations amongst educators using analysis of formative and summative EL achievement data to drive instructional decisions and provide real-time coaching in the effective implementation of EL instructional strategies and scaffolds in Integrated ELD instruction.

In addition, the school intends to use Title III funds to provide after-school programs that offer language instruction for English learners that are prerequisites to the ELA Guaranteed and Viable Curriculum standards identified by the general education program. These after-school interventions are above and beyond what is provided for by the school and do not hinder English learner (EL) participation in other optional after-school programs offered for which they qualify.

On the 2022-2023 Summative ELPAC, 19.4% of ELs scored at Level 4 (Well Developed), and 71% of tested ELs did not demonstrate Speaking and Listening mastery. As a result, the school intends to use Title III funds to purchase the Positivity Project to allow for the provision of supplemental and targeted Speaking and Listening mini-lessons during Designated ELD tier 2 instruction. This supplemental instruction is to be delivered via Google Slides and differentiated by grade level, specifically targeting ELD Speaking and Listening standards with engaging content for English Learners of all ages in the tier 1 and tier 2 Designated ELD classroom settings.

In addition, the school intends to use Title III funds to strengthen and increase parent engagement in the English Language Development program through parent education of ELPAC progress monitoring through the Student Score Report (SSR) videos. The video SSRs will allow the school to reach a diverse range of families and result in a better level of understanding of the test score and point families to specific conclusions and even to personalized recommendations. Each video is specific to the student, providing educators, students, and families with easy-to-understand insights, and the more detailed explanation of the scores will help parents/guardians better understand and act on the results.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Language Development (ELD) Department continues to complete a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The ELD Department uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. In addition, the school uses feedback provided by all educational partners and EL achievement data to determine staff professional development annually.

To specifically ensure the effectiveness of the professional development, programs, and activities for which Title III funds are used, to assist English learners with achieving English proficiency, the school will:

(1) Ensure the Director of Intervention and Special Programs and the ELD Coordinator utilize the California Educator Reporting System (CERS) to view individual student results by LEA, grade, and assigned specialist, and create/view/export custom aggregate reports to drive the department's annual action plan;
(2) Create ELD Benchmark Assessments to be given at the beginning, middle, and end of year that align with the California ELD Standards by grade level, and are correlated to the Summative ELPAC Blueprints;
(3) Ensure ELD Leads hold data conferences and goal-setting sessions with all ELD Specialists at the beginning, middle, and end of year to analyze Summative ELPAC and ELD Benchmark Assessment data to determine incremental program and instructional effectiveness and create short-term action plans to improve student outcomes.
(4) Guarantee cross-department collaboration between the ELD Department and the grade level departments in the analysis of basic skills proficiency data (ESGI, Star360 and CAASPP results) to ensure that English learners are gaining language proficiency through Designated ELD instruction and applying it in the context of content area learning through Integrated ELD instruction.

Based on the professional development, programs, and activities for which Title III funds are used, the school intends to see an increase in the percentage of English Learners progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). In addition, the school intends to see a reduction in the gap between EL students reaching proficiency in English Language Arts, as compared to the student population as a whole.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We developed the application in consultation with parents, community members, students, teachers, and staff though meetings and surveys. Student Support and Academic Enrichment (SSAE) program funds will support student access to a well-rounded education (Section 4107) through our CTE support staff. SSAE program funds will support safe and healthy students (section 4108) through social and emotional learning (SEL) and engagement opportunities. The social support coordinators provide social and emotional learning support to students when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. When the need arises, students are referred to Care Solace, which navigates the mental health care system to find available providers matched to specific needs. Student engagement is enhanced through after-school clubs. The objective is to increase student achievement by supporting a student's social and emotional well-being. We will periodically evaluate the effectiveness of the program by measuring students' social and emotional well-being. We will monitor student achievement through local assessment data, course pass rates, and state assessments. The LEA has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The percentage of students completing a CTE pathway, 3%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.7%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 17.7%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.

What activities will be included within the support for a well-rounded education?

The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. Title IV funds pay for CTE Career College Readiness Lead, CTE Guidance Support Specialist, and CTE Work Based Learning Specialist.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

To evaluate the effectiveness the CTE pathway completion rate of socioeconomically disadvantaged students and all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Attending high-quality afterschool programs and regular participation can lead to improved social and emotional competencies, including prosocial behavior, intrinsic motivation, better concentration efforts, and a higher sense of self-worth. From quarter 1 to quarter 2 (23-24) student registrations for school engagement events only increased 8.2%.

Social Emotional Learning can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (American Institutes for Research, 2015) Students who participate in targeted SEL support take a pre and post survey to evaluate their self-awareness and self-management. The scores all indicated improvement; however, some grade span scores were low (3-5 & 912) to begin with. Middle and high school students only improved 15 or less.

SEL Pre-Survey Q1 and Post Survey at the end of Q2 (23-24)
Sentient Scores
TK-2:
* Self Awareness Q1- 77%, Q2 - 89.8%
* Self Management Q1 - 84%, Q2 - 96.7%
3-5:
* Self Awareness Q1 - 23%, Q2 - 27.4%
* Self Management Q1 - 42%, Q2 - 42.9%
6-8:
* Self Awareness Q1 - 76%, Q2 - 76.3%
* Self Management Q1 - 75%, Q2 - 75.5%
9-12:
* Self Awareness Q1 - 62%, Q2 - 63%
* Self Management Q1 - 58%, Q2 - 58.9%

What activities will be included within the support for safety and health of students?

To provide a healthy and positive school culture and climate that in turn prompts safe and healthy students, the school has integrated enrichment and extracurricular afterschool activities for students into our program. These after-school activities should improve social and emotional competencies. Students can receive target SEL support after being referred by their teacher.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Progress will be monitored through the percentage of students registering for school engagement events, and feedback from educational partners. Effectiveness will be measured by the Self-Awareness and Self-Management sentiment scores.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The scheduling of required classes and supplemental support is a challenge in our virtual setting. The high school course pass rate decreased. The student groups that need to attend supplemental support have a course pass rate below all students.

All Students 77.6%
English Learners 57.9%
Students with Disabilities 69.0%
Socioeconomically Disadvantaged 75.1%
African American 68.5%
Hispanic 65.4%
White 67.8%

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

To ensure English Learners, Students with Disabilities, and low-achieving students have full access to instruction and intervention with credentialed teachers, the high school purchased an online scheduling system. Without this technology, students would miss online classes due to conflicts in their schedules.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Progress will be monitored through class attendance. Effective will be evaluated by the course pass rates. Educational feedback will be collected from teachers and students.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

January to April 2024.

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT # 02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 17, 2024

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Maricopa approve the application for federal categorical funds through the Consolidated Application, 2024-25 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, California Virtual Academy at Maricopa declares the intent to apply for multiple, formula-driven, categorical program funds. The submission also assures the California State Board of Education that the Local Education Agency (LEA) will adhere to the legal assurances associated with the programs.

The LEA is applying for funds from the following programs:

1. Title I, Part A (Basic Grant) ESSA Sec 1111
2. Title II, Part A (Supporting Effective Instruction) ESSA Sec 2104
3. Title III English Learner ESEA Sec. 3102
4. Title IV, Part A (Student Support) ESSA Sec 1112(b)

The LEA annually submits a school plan and proposed expenditures, to the Board for approval, outlining how the entitlement will fund the personnel, activities, and programs educational partners have determined will support improved student achievement.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, 2024-25 Application for Funding.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Carly Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					X
Devon Freitas	X					
Carly Parker	X				X	

California Virtual Academy at Maricopa (15 63628 0137687)

Status: Certified
Saved by: Krista Mount
Date: 6/6/2024 12:46 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	April Warren
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	April Warren
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

June 17, 2024

SUBJECT: Fiscal Year 2024-25 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Maricopa approve the "Adopted Budget."

BACKGROUND:
This report has been prepared using Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator, which is based on the Governor's 2024-25 May Revision.

The preliminary budget for the 2024-25 fiscal year is based on an estimated P2 ADA of 1,310 students, which is expected to generate $21,703,536 in funding. The current budget anticipates an ending fund balance of $2,090,940, including an estimated surplus of $1,147,186 in fiscal year 2024-25, which California Virtual Academy at Maricopa will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $21,703,536. The school anticipates an ending fund balance of $2,090,940 for the 2024-25 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2024-25 school year on behalf of California Virtual Academy at Maricopa

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income or unexpected costs that may arise.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

PRESENTED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X				X	
Devon Freitas	X					X
Carly Parker	X					

California Virtual Academy at Maricopa

Board Presentation

Fiscal Year 2024-25

Preliminary Budget

CALIFORNIA
VIRTUAL
ACADEMIES

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Summary of Changes from Fiscal Year 2023-24 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	1,310	87	7% increase compared to Fiscal Year 2023-24 Estimated Actuals
LCFF Revenue	$ 19,374,986	$ 1,736,017	Due to increase in estimated P2 ADA and increase in LCFF funding rate (1.07% COLA).
Restricted Revenue	$ 2,275,119	$ 90,701	Primarily due to ADA driven increase in estimated SPED funding, and an increase in planned Educator Effectivenes, Learning Recovery Emergency Block Grant, and Title expenditures, partially offset by decrease in ESSER spending
Expenses	$ 20,759,782	$ 1,622,212	Primarily due to an increase in enrollment driven materials and services, certificated personnel, and restricted funded classified personnel

Fiscal Year 2024-25 Preliminary Budget Highlights

SB740	46.00%	Certificated salaries and benefits, as a percent of revenue, is 6.0% higher than required
	80.23%	Instruction and instruction-related services, as a percent of revenue, is 0.2% higher than required
K12 Invoice Credits	$ -	Amount of credits issued by K12 for Fiscal Year 2024-25, which guarantee the school does not end the year with a deficit

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25

Preliminary Budget Comparison

Description	Object Code	2023-24 Adopted Budget	2023-24 First Interim Budget	2023-24 Second Interim Budget	2023-24 Estimated Actuals	2024-25 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	vs. Estimated Actuals Increase (Decrease) % Change	
P2 ADA		1,126	1,225	1,207	1,222	1,310	87	7.13%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 15,907,366	$ 17,589,104	$ 17,428,577	$ 17,638,969	$ 19,374,986	$ 1,736,017	9.84%	b
2. Federal Revenues	8100-8299	880,887	767,384	781,941	843,825	753,926	(89,900)	-10.65%	c
3. Other State Revenues	8300-8599	1,422,696	1,532,888	1,346,136	1,340,593	1,521,193	180,600	13.47%	d
4. Other Local Revenues	8600-8799	8,598	7,199	42,518	41,544	53,431	11,887	28.61%	e
5. TOTAL REVENUES		**$ 18,219,547**	**$ 19,896,575**	**$ 19,599,172**	**$ 19,864,931**	**$ 21,703,536**	**$ 1,838,604**	**9.26%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 5,477,353	$ 6,706,770	$ 6,307,169	$ 6,451,778	$ 7,401,837	$ 950,060	14.73%	f
2. Non-certificated Salaries	2000-2999	364,350	354,437	352,326	356,447	406,602	50,155	14.07%	g
3. Employee Benefits	3000-3999	1,748,085	1,901,916	1,836,013	1,933,640	2,150,028	216,388	11.19%	h
4. Books and Supplies	4000-4999	4,397,443	3,688,292	3,739,414	3,839,916	3,974,038	134,122	3.49%	i
5. Services and Other Operating Expenditures	5000-5999	5,651,190	6,391,293	6,574,329	6,531,681	6,790,783	259,101	3.97%	j
6. Capital Outlay	6000-6999	26,900	25,065	21,624	24,107	36,494	12,387	51.38%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 17,665,321**	**$ 19,067,773**	**$ 18,830,875**	**$ 19,137,570**	**$ 20,759,782**	**$ 1,622,212**	**8.48%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		**554,227**	**828,802**	**768,297**	**727,362**	**943,754**	**216,393**	29.75%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		**554,227**	**828,802**	**768,297**	**727,362**	**943,754**	**216,393**	29.75%	

EXPLANATION OF VARIANCES:

- a 7% increase compared to Fiscal Year 2023-24 Estimated Actuals
- b Due to increase in estimated P2 ADA and increase in LCFF funding rate (1.07% COLA).
- c Primarily due to decrease in planned ESSER III expenditures, partially offsety by an increase in planned Title spending
- d Primarily due to ADA driven increase in estimated SPED funding, and an increase in planned Educator Effectiveness and LREBG expenditures
- e School set up interest bearing accounts effective October 2023.
- f Primarily due to an increase of enrollment driven certificated personnel
- g Primarily due to decrease in school's allocation of restricted funded personnel, and estimated salary and hourly rate increases for classified personnel
- h Primarily due to increase in employer PERS retirement contribution rates and benefits rate assumptions
- i Primarily due to increase in enrollment driven materials and services
- j Primarily due to increase in enrollment driven materials and services
- k Due to an estimated increase in asset purchases - employee computers and technology

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25
Preliminary Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	5,494,368
Cert. Supervisors' and Admin. Salaries	1300	$	331,484
Additional Certificated Personnel Pay	1900	$	1,575,985
Certificated Employee Benefits	3000-3999	$	1,983,010
Special Ed. - Certificated Contract Services (Certificated Portion - 90%)	5100	$	599,807
Certificated Staff Cost		**$**	**9,984,654**
Non-Certificated Support Salaries	2200	$	406,602
Non-Certificated Employee Benefits	3000-3999	$	167,018
Approved Textbooks and Core Curricula Materials	4100	$	3,838,474
Materials and Supplies	4300	$	135,564
Special Ed. - Certificated Contract Services (Non-certificated portion - 10%)	5100	$	66,645
Travel and Conferences	5200	$	254,574
Inst. Computers/Printers/Leasing	5600	$	880,880
Contract - Student Instructional Technology (7%)	5800	$	1,420,146
Other Instructional and Operating Expenditures	5800	$	13,382
ISP Services/Telephone	5900	$	245,790
Instruction & Instruction-Related Costs		**$**	**7,429,076**
Total Instructional Cost		**$**	**17,413,730**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 9,984,654	$ 21,703,536	46.00%
B. Total Instructional Costs	$ 17,413,730	$ 21,703,536	80.23%
C. PTR (Pupil-Teacher Ratio)	**23.33**	: 1	

Note:

In order to qualify for a 100% funding recommendation from ACCS, California Virtual Academy at Maricopa needs to meet the following criteria:

1) Line A. must equal or exceed 40 percent,
2) Line B. must equal or exceed 80 percent, AND
3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2024-25 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,637,414	$ -	$ 2,637,414
Technology Fees (7%)	$ 1,420,146	$ -	$ 1,420,146
OLS - Curriculum & Development	$ 2,827,028	$ -	$ 2,827,028
Instruction Materials	$ 858,719	$ -	$ 858,719
Inst. Computers/Printers/Leasing	$ 849,585	$ -	$ 849,585
Total Net K12, Inc.-Related Expenditures	**$ 8,592,892**	**$ -**	**$ 8,592,892**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

To the entity that approved the charter school:

(___) 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: June 17, 2024
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

(___) 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the Adopted Budget, please contact:

For Approving Entity:	For Charter School:
Michael Coleman	Francis "Paco" Burke
Name	Name
Superintendent	Chief Business Official
Title	Title
661-979-2658	805.232.4142
Phone	Phone
mcoleman@musd.email	fburke@caliva.org
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET - SUMMARY

Charter School Name: California Virtual Academy @ Maricopa (continued)
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

Description	Object Code	2023-24 Estimated Actuals (X)	2024-25 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	17,638,969	19,374,986	1,736,017	9.84%
2. Federal Revenues	8100-8299	843,825	753,926	-89,900	-10.65%
3. Other State Revenues	8300-8599	1,340,593	1,521,193	180,600	13.47%
4. Other Local Revenues	8600-8799	41,544	53,431	11,887	28.61%
5. TOTAL REVENUES		19,864,931	21,703,536	1,838,604	9.26%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	6,451,778	7,401,837	950,060	14.73%
2. Non-certificated Salaries	2000-2999	356,447	406,602	50,155	14.07%
3. Employee Benefits	3000-3999	1,933,640	2,150,028	216,388	11.19%
4. Books and Supplies	4000-4999	3,839,916	3,974,038	134,122	3.49%
5. Services and Other Operating Expenditures	5000-5999	6,531,681	6,790,783	259,101	3.97%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	24,107	36,494	12,387	51.38%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		19,137,570	20,759,782	1,622,212	8.48%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		727,362	943,754	216,393	29.75%
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		727,362	943,754	216,393	29.75%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	466,693	1,147,186	680,492	145.81%
b. Adjustments to Beginning Balance	9793, 9795	-46,869	0	46,869	(100%)
c. Adjusted Beginning Balance		419,824	1,147,186		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,147,186	2,090,940		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted	9740	-	-	-	
c Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	1,147,186	2,090,940	943,754	82%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	13,289,306	-	13,289,306	14,682,115	-	14,682,115
Education Protection Account State Aid - Current Year	8012	4,148,088	-	4,148,088	4,491,296	-	4,491,296
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:							
PERS Reduction Transfer	8092	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	201,575	-	201,575	201,575	-	201,575
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		17,638,969	-	17,638,969	19,374,986	-	19,374,986
2. Federal Revenues							
No Child Left Behind	8290	-	367,462	367,462	-	432,521	432,521
Special Education - Federal	8181, 8182	-	233,058	233,058	-	244,330	244,330
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	243,305	243,305	-	77,074	77,074
Total, Federal Revenues		-	843,825	843,825	-	753,926	753,926
3. Other State Revenues							
Special Education - State	StateRevSE	-	899,716	899,716	-	981,659	981,659
All Other State Revenues	StateRevAO	266,725	174,152	440,877	270,886	268,648	539,534
Total, Other State Revenues		266,725	1,073,868	1,340,593	270,886	1,250,307	1,521,193
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	41,544	-	41,544	53,431	-	53,431
Total, Local Revenues		41,544	-	41,544	53,431	-	53,431
5. TOTAL REVENUES		17,947,238	1,917,693	19,864,931	19,699,303	2,004,233	21,703,536
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	4,168,420	976,339	5,144,759	4,557,611	936,757	5,494,368
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	136,150	100,633	236,783	176,792	154,693	331,484
Other Certificated Salaries	1900	966,918	103,317	1,070,235	1,430,449	145,536	1,575,985
Total, Certificated Salaries		5,271,489	1,180,289	6,451,778	6,164,852	1,236,985	7,401,837
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	111,327	245,120	356,447	126,992	279,610	406,602
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		111,327	245,120	356,447	126,992	279,610	406,602
3. Employee Benefits							
STRS	3101-3102	1,006,854	225,435	1,232,290	1,177,487	236,264	1,413,751
PERS	3201-3202	29,702	65,398	95,100	34,351	75,635	109,986
OASDI / Medicare / Alternative	3301-3302	146,754	25,929	172,683	163,177	28,830	192,008
Health and Welfare Benefits	3401-3402	246,680	80,970	327,650	312,698	3,815	316,513
Unemployment Insurance	3501-3502	22,885	3,281	26,166	25,446	3,648	29,094
Workers' Compensation Insurance	3601-3602	69,753	9,999	79,752	77,559	11,118	88,676
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		1,522,629	411,012	1,933,640	1,790,718	359,310	2,150,028
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	3,643,876	38,882	3,682,757	3,797,948	40,526	3,838,474
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	154,369	2,790	157,159	133,158	2,407	135,564
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		3,798,245	41,672	3,839,916	3,931,106	42,932	3,974,038

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	-	714,168	714,168	-	666,452	666,452
Travel and Conferences	5200	157,818	48,163	205,981	195,049	59,525	254,574
Dues and Memberships	5300	28,948	7,846	36,794	21,016	5,696	26,712
Insurance	5400	29,475	-	29,475	33,143	-	33,143
Operations and Housekeeping Services	5500	10,321	-	10,321	8,705	-	8,705
Rentals, Leases, Repairs, and Noncap. Improvements	5600	852,322	-	852,322	880,880	-	880,880
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	4,453,160	12,290	4,465,450	4,661,662	12,865	4,674,527
Communications	5900	213,549	3,621	217,170	241,691	4,099	245,790
Total, Services and Other Operating Expenditures		5,745,593	786,088	6,531,681	6,042,145	748,637	6,790,783
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	*6900*	24,107	-	24,107	36,494	-	36,494
Total, Capital Outlay		24,107	-	24,107	36,494	-	36,494
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal (for modified accrual basis only)	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		16,473,389	2,664,181	19,137,570	18,092,306	2,667,476	20,759,782
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,473,849	(746,488)	727,362	1,606,997	(663,243)	943,754
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979		-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(697,665)	697,665	-	(663,243)	663,243	-
4. TOTAL OTHER FINANCING SOURCES / USES		(697,665)	697,665	-	(663,243)	663,243	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		776,185	(48,823)	727,362	943,754	-	943,754
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	466,693	-	466,693	1,147,186	-	1,147,186
b. Adjustments to Beginning Balance	9793, 9795	(95,692)	48,823	(46,869)	-	-	-
c. Adjusted Beginning Balance		371,001	48,823	419,824	1,147,186	-	1,147,186
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,147,186	-	1,147,186	2,090,940	-	2,090,940
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e Unassigned/Unappropriated							
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	1,147,186	-	1,147,186	2,090,940	-	2,090,940

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25
Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2024-25 (Y1)**	**FY 2025-26 (Y2)**	**FY 2026-27 (Y3)**
Estimated Enrollment	1,370	1,384	1,398
Estimated # Unduplicated Pupils	1,053	1,063	1,074
Estimated P2 ADA	1,310	1,323	1,336
Average Daily Attendance Growth Rate [1]	7.1%	1.0%	1.0%
Special Education	7.1%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.54%	3.02%	2.64%
Statutory Cost-of-Living Allowance (COLA)	1.07%	2.93%	3.08%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA [2]	2.53%	2.92%	2.38%
Estimated Certificated FTEs	72.9	73.7	74.4
% Increase (Decrease) Certificated FTEs	12.32%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	2.14%	2.38%	2.90%
Salaries (Min Wage Schedule)	3.13%	2.35%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	7.1	7.1	7.1
% Increase (Decrease) Classified FTEs	2.96%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	10.79%	3.02%	2.64%
CalPERS Employer Rate (statutory)	27.05%	27.60%	28.00%
Other State Revenues: Lottery	$ 355,057	$ 365,779	$ 375,436
Other State Revenues: Mandated Block Grant	$ 42,677	$ 43,928	$ 45,281
Other State Revenues: A-G Completion	$ 34,895	$ 35,917	$ 37,024
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 5,343	$ 5,500	$ 5,669
Other State Revenues: Educator Effectiveness	$ 49,041	$ 50,477	$ 52,032
Other State Revenues: Learning Recovery Emergency Block Grant	$ 52,521	$ 54,060	$ 55,725
Other Federal Revenues: ESSA CSI	$ -	$ -	$ -
Other Federal Revenues: ESSER I, II, III	$ 77,074	$ -	$ -

[1] FY 2024-25 growth rate based on FY 2023-24 P2 ADA

[2] Based on FCMAT Local Control Funding Formula calculator (includes COLA & Grade Span Adjustments).

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2024-25 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	14,682,115	0	14,682,115	15,269,838	15,762,900
Education Protection Account State Aid - Current Year	8012	4,491,296	0	4,491,296	4,669,118	4,861,056
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	201,575	0	201,575	201,575	201,575
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		19,374,986	0	19,374,986	20,140,531	20,825,531
2. Federal Revenues						
No Child Left Behind	8290	0	432,521	432,521	445,584	457,347
Special Education - Federal	8181, 8182	0	244,330	244,330	246,774	249,241
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	77,074	77,074	0	0
Total, Federal Revenues		0	753,926	753,926	692,357	706,588
3. Other State Revenues						
Special Education - State	StateRevSE	0	981,659	981,659	991,475	1,001,390
All Other State Revenues	StateRevAO	270,886	268,648	539,534	555,662	571,167
Total, Other State Revenues		270,886	1,250,307	1,521,193	1,547,138	1,572,557
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	53,431	0	53,431	0	0
Total, Local Revenues		53,431	0	53,431	0	0
5. TOTAL REVENUES		19,699,303	2,004,233	21,703,536	22,380,026	23,104,677
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,557,611	936,757	5,494,368	5,681,065	5,907,068
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	176,792	154,693	331,484	341,495	350,511
Other Certificated Salaries	1900	1,430,449	145,536	1,575,985	1,623,580	1,666,442
Total, Certificated Salaries		6,164,852	1,236,985	7,401,837	7,646,140	7,924,021
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	126,992	279,610	406,602	418,881	429,940
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		126,992	279,610	406,602	418,881	429,940
3. Employee Benefits						
STRS	3101-3102	1,177,487	236,264	1,413,751	1,460,413	1,513,488
PERS	3201-3202	34,351	75,635	109,986	115,611	120,383
OASDI / Medicare / Alternative	3301-3302	163,177	28,830	192,008	194,234	199,019
Health and Welfare Benefits	3401-3402	312,698	3,815	316,513	285,564	273,583
Unemployment Insurance	3501-3502	25,446	3,648	29,094	29,431	30,156
Workers' Compensation Insurance	3601-3602	77,559	11,118	88,676	89,705	91,915
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		1,790,718	359,310	2,150,028	2,174,958	2,228,544

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	3,797,948	40,526	3,838,474	3,951,094	4,072,015
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	133,158	2,407	135,564	139,659	143,346
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		3,931,106	42,932	3,974,038	4,090,753	4,215,361
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	666,452	666,452	686,579	704,705
Travel and Conferences	5200	195,049	59,525	254,574	262,262	269,186
Dues and Memberships	5300	21,016	5,696	26,712	9,549	9,801
Insurance	5400	33,143	0	33,143	34,144	35,045
Operations and Housekeeping Services	5500	8,705	0	8,705	8,968	9,204
Rentals, Leases, Repairs, and Noncap. Improvements	5600	880,880	0	880,880	906,718	934,503
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	4,661,662	12,865	4,674,527	4,820,050	4,974,974
Communications	5900	241,691	4,099	245,790	253,213	259,898
Total, Services and Other Operating Expenditures		6,042,145	748,637	6,790,783	6,981,481.76	7,197,315.52
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	36,494	0	36,494	37,596	38,588
Total, Capital Outlay		36,494	0	36,494	37,596	38,588
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		18,092,306	2,667,476	20,759,782	21,349,810	22,033,769
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,606,997	(663,243)	943,754	1,030,215	1,070,907
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(663,243)	663,243	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(663,243)	663,243	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		943,754	0	943,754	1,030,215	1,070,907

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,147,186	0	1,147,186	2,090,940	3,121,156
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		1,147,186	0	1,147,186	2,090,940	3,121,156
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,090,940	0	2,090,940	3,121,156	4,192,063
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	2,090,940	0	2,090,940	3,121,156	4,192,063

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25

Preliminary Budget

Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**3,038,682**	**3,124,404**	**2,910,378**	**2,659,990**	**3,380,307**	**3,166,282**	**2,915,894**	**3,636,211**	**3,422,185**	**3,171,797**	**3,892,114**	**3,678,088**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	18,142	18,142	18,142	18,142	18,142	18,142	18,142	18,142	18,142	18,142	20,158	0	201,575
Net State Aid	8011	0	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,321,390	1,468,212	0	14,682,115
EPA	8012	1,122,824	0	0	1,122,824	0	0	1,122,824	0	0	1,122,824	0	0	0	4,491,296
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	188,481	0	0	188,481	0	0	188,481	0	0	188,481	0	0	753,926
Other State Revenues	8300-8599	76,060	76,060	228,179	76,060	76,060	228,179	76,060	76,060	228,179	76,060	76,060	228,179	0	1,521,193
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	53,431	0	53,431
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**1,198,884**	**1,604,073**	**1,567,711**	**2,538,416**	**1,604,073**	**1,567,711**	**2,538,416**	**1,604,073**	**1,567,711**	**2,538,416**	**1,604,073**	**1,769,979**	**0**	**21,703,536**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	704,937	704,937	704,937	704,937	704,937	704,937	704,937	704,937	704,937	704,937	352,468	0	7,401,837
Classified Salaries	2000-2999	33,884	33,884	33,884	33,884	33,884	33,884	33,884	33,884	33,884	33,884	33,884	33,884	0	406,602
Employee Benefits	3000-3999	179,169	179,169	179,169	179,169	179,169	179,169	179,169	179,169	179,169	179,169	179,169	179,169	0	2,150,028
Supplies and Services	4000-5999	897,068	897,068	897,068	897,068	897,068	897,068	897,068	897,068	897,068	897,068	897,068	897,068	0	10,764,821
Capital Outlays	6000-6599	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	0	36,494
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0		0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**1,113,162**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,818,099**	**1,465,630**	**0**	**20,759,782**
D. PRIOR YEAR TRANSACTIONS															0
Accounts Receivable															0
Accounts Payable															
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**85,722**	**(214,026)**	**(250,388)**	**720,317**	**(214,026)**	**(250,388)**	**720,317**	**(214,026)**	**(250,388)**	**720,317**	**(214,026)**	**304,348**	**0**	**943,754**
F. ENDING CASH (A + E)		**3,124,404**	**2,910,378**	**2,659,990**	**3,380,307**	**3,166,282**	**2,915,894**	**3,636,211**	**3,422,185**	**3,171,797**	**3,892,114**	**3,678,088**	**3,982,437**		
G. ENDING CASH, PLUS ACCRUALS															**3,982,437**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ Maricopa (137687) - FY24-25 Adopted Budget			May 15, 2024			
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Assumptions						
COLA & Augmentation	*5.07%*	*13.26%*	*8.22%*	*1.07%*	*2.93%*	*3.08%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Student Assumptions:						
Enrollment Count	*1,032*	*1,130*	*1,247*	*1,370*	*1,384*	*1,398*
Unduplicated Pupil Count (UPC)	*753*	*866*	*1,000*	*1,053*	*1,063*	*1,074*
Unduplicated Pupil Percentage (UPP)	*72.93%*	*74.23%*	*76.83%*	*77.89%*	*77.88%*	*76.83%*
Current Year LCFF Average Daily Attendance (ADA)	*949.47*	*1,116.09*	*1,222.47*	*1,309.60*	*1,322.70*	*1,335.92*
Funded LCFF ADA	*949.47*	*1,116.09*	*1,222.47*	*1,309.60*	*1,322.70*	*1,335.92*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)						
LCFF Entitlement Summary						
Base Grant	$8,247,668	$11,026,182	$13,141,126	$14,240,975	$14,804,971	$15,413,681
Grade Span Adjustment	326,524	391,602	432,159	568,424	590,580	614,833
Adjusted Base Grant	$8,574,192	$11,417,784	$13,573,285	$14,809,399	$15,395,551	$16,028,514
Supplemental Grant	1,250,632	1,695,084	2,085,671	2,307,008	2,398,011	2,462,941
Concentration Grant	999,279	1,427,165	1,925,982	2,203,416	2,289,625	2,274,366
Total Base, Supplemental and Concentration Grant	$10,824,103	$14,540,033	$17,584,938	$19,319,823	$20,083,187	$20,765,821
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	37,638	54,031	55,163	57,344	59,710
Total Allowance and Add-On Amounts	$-	$37,638	$54,031	$55,163	$57,344	$59,710
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$10,824,103**	**$14,577,671**	**$17,638,969**	**$19,374,986**	**$20,140,531**	**$20,825,531**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,824,103**	**$ 14,577,671**	**$ 17,638,969**	**$ 19,374,986**	**$ 20,140,531**	**$ 20,825,531**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,400	$ 13,061	$ 14,429	$ 14,795	$ 15,227	$ 15,589
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,824,103	14,577,671	17,638,969	19,374,986	20,140,531	20,825,531
LCFF Sources Summary						
Funding Source Summary						
Local Revenue *(net of In-Lieu of Property Taxes)*	$ -	$ -	$ -	$ -	$ -	$ -
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 4,318,550	$ 922,110	$ 4,148,088	$ 4,491,296	$ 4,669,118	$ 4,861,056
Net State Aid *(excludes Additional State Aid)*	$ 6,505,553	$ 13,655,561	$ 13,490,881	$ 14,883,690	$ 15,471,413	$ 15,964,475
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,824,103**	**$ 14,577,671**	**$ 17,638,969**	**$ 19,374,986**	**$ 20,140,531**	**$ 20,825,531**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 6,358,347	$ 13,440,122	$ 13,289,306	$ 14,682,115	$ 15,269,838	$ 15,762,900
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 4,318,550	$ 922,110	$ 4,148,088	$ 4,491,296	$ 4,669,118	$ 4,861,056
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 362,800	$ 119,792	$ 9,242	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	147,206	215,439	201,575	201,575	201,575	201,575
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,824,103	$ 14,577,671	$ 17,638,969	$ 19,374,986	$ 20,140,531	$ 20,825,531
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,824,103	$ 14,577,671	$ 17,638,969	$ 19,374,986	$ 20,140,531	$ 20,825,531
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (*Excludes add-ons for TIIG & Transportation*)				$ 14,864,562	$ 15,452,895	$ 16,088,224
Supplemental and Concentration Grant funding in the LCAP year				$ 4,510,424	$ 4,687,636	$ 4,737,307
Projected Additional 15% Concentration Grant funding in the LCAP year				$ 508,480	$ 528,375	$ 524,853
Percentage to Increase or Improve Services				30.34%	30.34%	29.45%

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT # 04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 17, 2024

SUBJECT: The ratification of disbursements made by California Virtual Academy at Maricopa from February 2024 through April 2024.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Maricopa ratify the disbursements made by the school from February 2024 through April 2024.

BACKGROUND:
On a monthly basis, California Virtual Academy at Maricopa has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from February 2024 through April 2024.

BUDGET IMPLICATIONS:
The total disbursements for the months of February, March, and April were $2,204,993, $3,156,387, and $1,407,597, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Maricopa from February 2024 through April 2024.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Carly Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					X
Devon Freitas	X					
Carly Parker	X				X	

California Virtual Academy at Maricopa
Board Disbursements A/P Payment History
February 01, 2024 - February 29, 2024

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,409,389.81
Insperity	PEO - Payroll Services and HR Admin Services provider	416,310.83
California Virtual Academy @ LA	Intercompany Settlement	124,258.00
California State Teacher's Retirement	Retirement Contributions	116,342.72
California Virtual Academy @ San Diego	Intercompany Settlement	44,117.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	13,800.00
State Board of Equalization	Sales Tax	11,000.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	8,821.75
El Paseo Children's Center, Inc.	Special Education Contracted Services	7,433.16
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	5,050.25
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	4,956.00
E-Therapy LLC	Special Education Contracted Services	4,602.62
California Teachers Association	Union Dues	4,104.00
Specialized Therapy Services Inc	Special Education Contracted Services	3,950.00
Effectual Educational Consulting Service	Special Education Services	3,907.53
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	3,883.27
Anchor Counseling & Education Solutions	Special Education Contracted Services	3,814.25
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,890.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,290.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,266.72
Speech Guy, LLC	Special Education Contracted Services	2,190.00
Grace Speech Therapy Corp.	SLP IEP Attendance	2,085.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,025.00
Adapted Child's Play	Special Education Contracted Services	1,000.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	826.75
TinyEYE Technology Corporation	Special Education Contracted Services	761.70
SpeechRighter, Inc.	Special Education Contracted Services	540.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	492.50
Oxford Consulting Services	Special Education Contracted Services	425.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	405.00
Amazon Capital Services	Staff Office Supplies	344.68
Nicole McCreery	Check Escheatment	338.77
The Stepping Stones Group LLC	Special Education Contracted Services	310.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	308.55
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	274.49
Sunny Kids Therapy, Inc.	Special Education Contracted Services	146.25
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	125.00
Little Ears Therapy Centers	Special Education Contracted Services	60.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	60.00
Lenease McDowell	Check Escheatment	53.55
Beyond Blindness, Inc.	Special Education Contracted Services	33.14
Grand Total		**2,204,993.29**

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5152 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(1,133.75)
	Bill	02/22/2024	INV-00685		
	Bill Payment	02/23/2024	5152		1,133.75
Bill Payment #5111 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(1,156.25)
	Bill	02/07/2024	INV-00670		
	Bill Payment	02/08/2024	5111		1,156.25
					0.00
Bill Payment #5157 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ Maricopa)					(2,399.00)
	Bill	02/22/2024	INV-01125		
	Bill	02/22/2024	INV-01160		(230.00)
	Bill Payment	02/23/2024	5157		2,629.00
Bill Payment #5117 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ Maricopa)					(2,421.25)
	Bill	02/07/2024	INV-01105		
	Bill Payment	02/08/2024	5117		2,421.25
					0.00
Bill Payment #5159 - Effectual Educational Consulting Service(CAVA @ Maricopa)					(1,317.50)
	Bill	02/22/2024	INV-07543		
	Bill	02/22/2024	INV-07563		(738.33)
	Bill Payment	02/23/2024	5159		2,055.83
Bill Payment #5137 - Effectual Educational Consulting Service(CAVA @ Maricopa)					(450.00)
	Bill	02/13/2024	INV-07568		
	Bill	02/13/2024	INV-07574		(549.20)
	Bill	02/13/2024	INV-07580		(72.50)
	Bill	02/13/2024	INV-07582		(60.00)
	Bill	02/13/2024	INV-07589		(360.00)
	Bill	02/13/2024	INV-07599		(290.00)
	Bill	02/13/2024	INV-07620		(70.00)
	Bill Payment	02/14/2024	5137		1,851.70
					0.00
Bill Payment #Wire 02.21.24 - K12 MANAGEMENT INC	Bill	11/21/2023	INV-003-12684 _ MA-Nov23-TchrOLS	INV-003-12684 _ MA-Nov23-TchrOLS	(11,440.00)
	Bill	11/16/2023	INV-003-12471 - MA-Nov23-OLS	INV-003-12471 - MA-Nov23-OLS	(123,518.48)
	Bill	11/16/2023	INV-003-12404 - MA-Oct23-SS&T	INV-003-12404 - MA-Oct23-SS&T	(345,086.00)
	Bill	12/18/2023	INV-003-12789 _ MA-Nov23-Lease	INV-003-12789 _ MA-Nov23-Lease	(1,849.50)
	Bill	12/18/2023	INV-003-12810 _ MA-Nov23-SS&T	INV-003-12810 _ MA-Nov23-SS&T	(329,373.00)
	Bill	12/18/2023	INV-003-12864 _ MA-Dec23-COM	INV-003-12864 _ MA-Dec23-COM	(58,515.00)
	Bill	12/18/2023	INV-003-12914 _ MA-Dec23-MAT	INV-003-12914 _ MA-Dec23-MAT	(21,705.50)
	Bill	12/18/2023	INV-003-12961 _ MA-Dec23-OLS	INV-003-12961 _ MA-Dec23-OLS	(151,245.00)
	Bill	12/18/2023	INV-003-13019 _ MA-Dec23-TchrOLS	INV-003-13019 _ MA-Dec23-TchrOLS	(10,560.00)
	Bill	01/16/2024	INV-003-13141 _ MA-Jan24-COM	INV-003-13141 _ MA-Jan24-COM	(73,635.00)
	Bill	01/16/2024	INV-003-13191 _ MA-Jan24-MAT	INV-003-13191 _ MA-Jan24-MAT	(54,982.00)
	Bill	01/16/2024	INV-003-13237 _ MA-Jan24-OLS	INV-003-13237 _ MA-Jan24-OLS	(138,610.57)
	Bill	11/20/2023	INV-003-12529 _ MA-Oct23-Lease	INV-003-12529 _ MA-Oct23-Lease	(1,849.50)
	Bill	11/20/2023	INV-003-12594 _ MA-Nov23-COM	INV-003-12594 _ MA-Nov23-COM	(66,985.00)
	Bill	01/24/2024	INV-003-13450 _ MA-Jan24-TchrOLS	INV-003-13450 _ MA-Jan24-TchrOLS	(10,560.00)
	Bill	01/25/2024	INV-003-13297 _ MA-Dec23-Lease	INV-003-13297 _ MA-Dec23-Lease	(9,475.26)
	Bill Payment	02/21/2024	Wire 02.21.24	MA K12 Wire 02.21.24	1,409,389.81
Amount Unapplied - Bill Payment #Wire 02.21.24 - K12 MANAGEMENT INC					0.00
					0.00
Bill Payment #5162 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(809.89)
	Bill	02/22/2024	INV-05981		
	Bill	02/22/2024	INV-06022		(793.62)
	Bill Payment	02/23/2024	5162		1,603.51
Bill Payment #5124 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(688.65)
	Bill	02/07/2024	INV-05836		
	Bill	02/07/2024	INV-05883		(719.49)
	Bill	02/07/2024	INV-05904		(34.65)
	Bill	02/07/2024	INV-05938		(216.25)
	Bill	02/07/2024	INV-05939		(620.72)
	Bill Payment	02/08/2024	5124		2,279.76
					0.00
Bill Payment #5141 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	02/13/2024	INV-00967		(998.75)
	Bill Payment	02/14/2024	5141		998.75
Bill Payment #5128 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	02/07/2024	INV-00945		(885.00)
	Bill	02/07/2024	INV-00956		(306.25)
	Bill Payment	02/08/2024	5128		1,191.25
					0.00
Bill Payment #5155 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Maricopa)					(882.00)
	Bill	02/22/2024	INV-00342		
	Bill	02/22/2024	INV-00323		(2,982.00)
	Bill	02/22/2024	INV-00343		(17.50)
	Bill Payment	02/23/2024	5155		3,881.50
Bill Payment #5136 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Maricopa)					(26.25)
	Bill	02/13/2024	INV-00333		
	Bill Payment	02/14/2024	5136		26.25
Bill Payment #5115 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Maricopa)					(4,914.00)
	Bill	02/07/2024	INV-00308		
	Bill Payment	02/08/2024	5115		4,914.00
					0.00
Bill Payment #ACH 02.15.24 - State Board of Equalization(CAVA@MARICOPA)					(10,289.36)
	Bill	01/31/2024	MA Use Tax Jan 24	MA Use Tax Jan 24	

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 02.15.24 - State Board of	Bill	02/15/2024	MA Use TaxTrue Up_ Jan 24	MA Use TaxTrue Up_ Jan 24	(710.64)
	Bill Payment	02/15/2024	ACH 02.15.24	MA Use Jan 24	11,000.00
					0.00
Bill Payment #ACH Feb 2024 - Insperity(CAVA@MARICOPA)	Bill	02/29/2024	02.01.24 to 02.29.24	02.01.24 to 02.29.24	(416,310.83)
	Bill Payment	02/29/2024	ACH Feb 2024	02.01.24 to 02.29.24	416,310.83
					0.00
Bill Payment #5143 - Sunny Kids Therapy, Inc.(CAVA @ Maricopa)					(97.50)
	Bill	02/13/2024	INV-00456		
	Bill Payment	02/14/2024	5143		97.50
Bill Payment #5130 - Sunny Kids Therapy, Inc.(CAVA @ Maricopa)					(48.75)
	Bill	02/07/2024	INV-00450		
	Bill Payment	02/08/2024	5130		48.75
					0.00
Bill Payment #5147 - Nicole McCreery(CAVA@MARICOPA)	Journal	02/13/2024	JE-164-1237	MA Void & Reissue Various Checks prior to Fall24 Escheatment	(338.77)
Bill Payment #5146 - Lenease McDowell(CAVA@MARICOPA)	Journal	02/13/2024	JE-164-1237	MA Void & Reissue Various Checks prior to Fall24 Escheatment	(53.55)
					(392.32)
Bill Payment #5151 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(3,424.25)
	Bill	02/22/2024	INV-06623		
	Bill Payment	02/23/2024	5151		3,424.25
Bill Payment #5133 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(250.00)
	Bill	02/13/2024	INV-06610		
	Bill	02/13/2024	INV-06665		(105.00)
	Bill Payment	02/14/2024	5133		355.00
Bill Payment #5110 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(35.00)
	Bill	02/07/2024	INV-06634		
	Bill Payment	02/08/2024	5110		35.00
					0.00
Bill Payment #5113 - Bridge The Gap Sped, LLC(CAVA @ Maricopa)					(1,025.00)
	Bill	02/07/2024	INV-00144		
	Bill Payment	02/08/2024	5113		1,025.00
					0.00
Bill Payment #5158 - E-Therapy LLC(CAVA@MARICOPA)	Bill	02/22/2024	INV-07244		(2,198.90)
	Bill Payment	02/23/2024	5158		2,198.90
Bill Payment #5118 - E-Therapy LLC(CAVA@MARICOPA)	Bill	02/07/2024	INV-07190		(2,310.40)
	Bill	02/07/2024	INV-07203		(46.66)
	Bill	02/07/2024	INV-07213		(46.66)
	Bill Payment	02/08/2024	5118		2,403.72
Amount Unapplied - Bill Payment #5118 - E-Therapy LLC(CAVA@MARICOPA)					(0.00)
					(0.00)
Bill Payment #5123 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)					(2,890.00)
	Bill	02/07/2024	INV-00573		
	Bill Payment	02/08/2024	5123		2,890.00
					0.00
Bill Payment #5149 - California Virtual Academy @ LA(CAVA@MARICOPA)					(124,258.00)
	Bill	02/20/2024	Intercompany Settlement Feb 24	Intercompany Settlement Feb 24	
	Bill Payment	02/20/2024	5149	Intercompany Settlement Feb 24	124,258.00
					0.00
Bill Payment #5114 - California Teachers Association(CAVA@MARICOPA)					(4,104.00)
	Bill	02/07/2024	Union Dues - 012024		
	Bill Payment	02/08/2024	5114		4,104.00
					0.00
Bill Payment #5164 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(2,266.72)
	Bill	02/22/2024	INV-00776		
	Bill Payment	02/23/2024	5164		2,266.72
					0.00
Bill Payment #5166 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(124.00)
	Bill	02/22/2024	INV-00271		
	Bill	02/22/2024	INV-00254		(31.00)
	Bill	02/22/2024	INV-00263		(62.00)
	Bill Payment	02/23/2024	5166		217.00
Bill Payment #5144 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(31.00)
	Bill	02/13/2024	INV-00241		
	Bill Payment	02/14/2024	5144		31.00
Bill Payment #5132 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(31.00)
	Bill	02/07/2024	INV-00214		
	Bill	02/07/2024	INV-00227		(31.00)
	Bill Payment	02/08/2024	5132		62.00
					0.00
Bill Payment #5167 - TheraStaffers(CAVA @ Maricopa)	Bill	02/22/2024	INV-00424		(3,336.00)
	Bill Payment	02/23/2024	5167		3,336.00
Bill Payment #5145 - TheraStaffers(CAVA @ Maricopa)	Bill	02/13/2024	INV-00408		(1,620.00)
	Bill Payment	02/14/2024	5145		1,620.00
					0.00
Bill Payment #5148 - Specialized Therapy Services Inc(CAVA@MARICOPA)	Journal	02/13/2024	JE-164-1237	MA Void & Reissue Various Checks prior to Fall24 Escheatment	(937.50)
					(937.50)
Bill Payment #5153 - Axis Teletherapy(CAVA @ Maricopa)	Bill	02/22/2024	INV-00290		(364.50)
	Bill Payment	02/23/2024	5153		364.50
Bill Payment #5134 - Axis Teletherapy(CAVA @ Maricopa)	Bill	02/13/2024	INV-00258		(46.00)

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5134 - Axis Teletherapy(CAVA @ Maricopa)	Bill	02/13/2024	INV-00261		(50.00)
	Bill	02/13/2024	INV-00232		(156.25)
	Bill	02/13/2024	INV-00233		(118.00)
	Bill	02/13/2024	INV-00280		(92.00)
	Bill Payment	02/14/2024	5134		462.25
					0.00
Bill Payment #5161 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(90.00)
	Bill	02/22/2024	INV-00570		
	Bill	02/22/2024	INV-00550		(330.00)
	Bill	02/22/2024	INV-00559		(75.00)
	Bill Payment	02/23/2024	5161		495.00
Bill Payment #5138 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(270.00)
	Bill	02/13/2024	INV-00526		
	Bill Payment	02/14/2024	5138		270.00
Bill Payment #5120 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(315.00)
	Bill	02/07/2024	INV-00500		
	Bill	02/07/2024	INV-00539		(120.00)
	Bill	02/07/2024	INV-00502		(90.00)
	Bill	02/07/2024	INV-00518		(60.00)
	Bill	02/07/2024	INV-00534		(645.00)
	Bill	02/07/2024	INV-00547		(90.00)
	Bill Payment	02/08/2024	5120		1,320.00
					0.00
Bill Payment #5140 - PresenceLearning, Inc.(CAVA @ Maricopa)					(462.50)
	Bill	02/13/2024	INV-08505		
	Bill	02/13/2024	INV-08525		(30.00)
	Bill Payment	02/14/2024	5140		492.50
					0.00
Bill Payment #5150 - California Virtual Academy @ San Diego(CAVA@MARICOPA)					(44,117.00)
	Bill	02/20/2024	Intercompany Settlement Feb 24	Intercompany Settlement Feb 24	
	Bill Payment	02/20/2024	5150	Intercompany Settlement Feb 24	44,117.00
					0.00
					(308.55)
Bill Payment #5112 - Braille Abilities, LLC(CAVA @ Maricopa)	Bill	02/07/2024	INV-00154		
	Bill Payment	02/08/2024	5112		308.55
					0.00
Bill Payment #5160 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(4,358.16)
	Bill	02/22/2024	INV-00924		
	Bill Payment	02/23/2024	5160		4,358.16
Bill Payment #5119 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(3,075.00)
	Bill	02/07/2024	INV-00906		
	Bill Payment	02/08/2024	5119		3,075.00
					0.00
Bill Payment #5139 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Maricopa)					(61.00)
	Bill	02/13/2024	INV-00295		
	Bill Payment	02/14/2024	5139		61.00
Bill Payment #5121 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Maricopa)					(213.49)
	Bill	02/07/2024	INV-00292		
	Bill Payment	02/08/2024	5121		213.49
					0.00
Bill Payment #5154 - Chase Boyle dba Snow Counseling(CAVA @ Maricopa)					(60.00)
	Bill	02/22/2024	INV-00181		
	Bill Payment	02/23/2024	5154		60.00
					0.00
Bill Payment #5156 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)					(6,800.00)
	Bill	02/22/2024	INV-00357		
	Bill Payment	02/23/2024	5156		6,800.00
Bill Payment #5116 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)					(7,000.00)
	Bill	02/07/2024	INV-00344		
	Bill Payment	02/08/2024	5116		7,000.00
					0.00
Bill Payment #5163 - Oxford Consulting Services(CAVA@MARICOPA)					(75.00)
	Bill	02/22/2024	INV-01570		
	Bill	02/22/2024	INV-01571		(275.00)
	Bill Payment	02/23/2024	5163		350.00
Bill Payment #5125 - Oxford Consulting Services(CAVA@MARICOPA)					(50.00)
	Bill	02/07/2024	INV-01558		
	Bill	02/07/2024	INV-01559		(25.00)
	Bill Payment	02/08/2024	5125		75.00
					0.00
Bill Payment #5165 - Specialized Therapy Services Inc(CAVA@MARICOPA)					(1,555.00)
	Bill	02/22/2024	INV-01160		
	Bill Payment	02/23/2024	5165		1,555.00
Bill Payment #5148 - Specialized Therapy Services Inc(CAVA@MARICOPA)	Bill Payment	02/20/2024	5148	MA Void & Reissue Various Checks prior to Fall24 Escheatment	937.50
Bill Payment #5127 - Specialized Therapy Services Inc(CAVA@MARICOPA)					(1,457.50)
	Bill	02/07/2024	INV-01139		
	Bill Payment	02/08/2024	5127		1,457.50
					937.50
Bill Payment #5131 - The Miri Center. A Professional Psychological Corporation(CAVA @ Maricopa)					(125.00)
	Bill	02/07/2024	INV-00407		
	Bill Payment	02/08/2024	5131		125.00

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #5169 - CALIFORNIA STATE TEACHER'S RETIREMENT					(116,342.72)
	Bill	02/27/2024	MA STRS Feb 2024	MA STRS Feb 2024	
	Bill Payment	02/27/2024	5169	MA STRS Feb 2024	116,342.72
					0.00
Bill Payment #5109 - Amazon Capital Services(CAVA @ Maricopa)					(226.17)
	Bill	02/07/2024	1FNR-LMJK-HLTK		
	Bill	02/07/2024	1HDX-4X4J-YKW6		(118.51)
	Bill Payment	02/08/2024	5109		344.68
					0.00
Bill Payment #5168 - TinyEYE Technology Corporation(CAVA @ Maricopa)					(761.70)
	Bill	02/22/2024	INV-00505		
	Bill Payment	02/23/2024	5168		761.70
					0.00
					(1,000.00)
Bill Payment #5108 - Adapted Child's Play(CAVA @ Maricopa)	Bill	02/07/2024	INV-00370		
	Bill Payment	02/08/2024	5108		1,000.00
					0.00
Bill Payment #5122 - Little Ears Therapy Centers(CAVA @ Maricopa)					(60.00)
	Bill	02/07/2024	INV-00117		
	Bill Payment	02/08/2024	5122		60.00
					0.00
Bill Payment #5126 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)					(303.75)
	Bill	02/07/2024	INV-00147		
	Bill	02/07/2024	INV-00138		(101.25)
	Bill Payment	02/08/2024	5126		405.00
					0.00
					(168.75)
Bill Payment #5142 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	02/13/2024	INV-00254		
	Bill Payment	02/14/2024	5142		168.75
					(202.50)
Bill Payment #5129 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	02/07/2024	INV-00248		
	Bill	02/07/2024	INV-00240		(168.75)
	Bill Payment	02/08/2024	5129		371.25
					0.00
Bill Payment #5135 - Beyond Blindness, Inc.(CAVA @ Maricopa)					(33.14)
	Bill	02/13/2024	INV-00125		
	Bill Payment	02/14/2024	5135		33.14
					0.00
				MA Void & Reissue Various Checks prior to	53.55
Bill Payment #5146 - Lenease McDowell(CAVA@MARICOPA)	Bill Payment	02/20/2024	5146	Fall24 Escheatment	
					53.55
				MA Void & Reissue Various Checks prior to	338.77
Bill Payment #5147 - Nicole McCreery(CAVA@MARICOPA)	Bill Payment	02/20/2024	5147	Fall24 Escheatment	
					338.77
					(0.00)
				Total	2,204,993.29

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Barrington Staffing Services	1,822.33
ULINE	1,743.08
Solution Tree	1,129.58
AppleOne Employment Services	592.42
Law Offices of Young, Minney & Corr, LLP	563.28
FusionPlus Inc	446.97
Apple Inc.	336.82
Marriott Burbank	281.81
Effectual Educational Consulting Service	266.76
UPS	250.75
Pitney Bowes Bank Inc Purchase Power	209.00
The Back Room Inc	205.01
Supreme Facility Services, Inc.	196.07
Amazon	193.21
DataBasics, Inc.	192.82
Jennifer Richard	182.25
Southern California Edison	170.17
De Lage Landen Financial Services Inc.	161.79
San Joaquin Delta College: Delta Center for the Arts	154.45
AT&T Mobility	142.63
Comm-Core	118.79
Staples	111.25
Quill Corporation	110.39
Bill.com	110.38
City of Simi Valley	75.35
Verizon Wireless	51.10
Restorative Justice Education	40.50
Carmen Gomez Ruiz	35.76
Certified Languages International	33.00
Integration Inc.	31.66
Vortex Industries LLC	31.63
EZ Cater - Jersey Mike's	29.18
WPS	28.31
Waste Management	25.05
ADT Commercial	23.49
Wayfair	22.37
Security & Event Staffing Professionals	21.32
Sparkletts	16.79
School Services of California, Inc.	14.90
Western Exterminator Company	14.88
Paper Recycling & Shredding	12.87
Smart & Final	12.26

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Pitney Bowes Global Financial Services	9.71
Successories	8.66
Doctors Wellness Company LLC dba WellnessMart MD	8.40
Krispy Kreme Doughnuts	6.44
The Home Depot	6.39
Grand Total	**10,252.03**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2099	January	600.00	35.76
	Operations and Housekeeping Services Total					600.00	35.76
Carmen Gomez Ruiz Total						600.00	35.76
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 565023	January (1/18)	108.00	6.44
	Office Expense			LLC 566087	February (2/01)	108.00	6.44
	Office Expense Total					216.00	12.87
Paper Recycling & Shredding Total						216.00	12.87
UPS		54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E044	January (1/27)	1,203.04	71.70
	Shipping			LLC 000073Y68E054	February (2/03)	1,036.47	61.77
				LLC 000073Y68E064	February (2/10)	953.04	56.80
			280 SPED	LLC 0000V9159W044	January (1/27)	420.81	23.87
				LLC 0000V9159W054	February (2/03)	325.64	18.47
				LLC 0000V9159W064	February (2/10)	320.09	18.15
	Shipping Total					4,259.09	250.75
UPS Total						4,259.09	250.75
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6841422-0283-8	February	167.38	9.98
				LLC 6841440-0283-0	February	253.00	15.08
	Operations and Housekeeping Services Total					420.38	25.05
Waste Management Total						420.38	25.05
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				3,900.22	232.44
	Outside Service		101 General	LLC 43335	January (1/21)		
				LLC 43353	January (1/28)	5,007.61	298.43
				LLC 43370	February (2/04)	5,222.10	311.21
				LLC 43389	February (2/11)	5,078.18	302.64
				LLC 43407	February (2/18)	5,463.60	325.61
			280 SPED	LLC 43335	January (1/21)	975.68	55.34
				LLC 43353	January (1/28)	732.67	41.55
				LLC 43370	February (2/04)	1,219.60	69.17
				LLC 43407	February (2/18)	2,058.08	116.72
			280 SPED	LLC 43389	February (2/11)	1,220.51	69.22
	Outside Service Total					30,878.25	1,822.33
Barrington Staffing Services Total						30,878.25	1,822.33
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1007	February	7,500.00	446.97
	Outside Service-General						
	Outside Service-General Total					7,500.00	446.97
FusionPlus Inc Total						7,500.00	446.97
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				2,345.00	151.18
	Legal Fees		280 SPED	LLC 8907	January		
			101 General	LLC 8907	January	6,190.00	412.10
	Legal Fees Total					8,535.00	563.28
Law Offices of Young, Minney & Corr, LLP Total						8,535.00	563.28
Sparkletts		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 021824	January	281.78	16.79
	Office Expense						
	Office Expense Total					281.78	16.79
Sparkletts Total						281.78	16.79
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				857.41	51.10
	Telephone - Adminstration		101 General	LLC 9955789567	January		
	Telephone - Adminstration Total					857.41	51.10
Verizon Wireless Total						857.41	51.10
		51801 Professional Svcs & Outside Labor : Other Professional Services				2,192.25	33.00
Certified Languages International	Outside Service-General		320 Supp- ELD Services	LLC 74586013124	January (1/31)		
	Outside Service-General Total					2,192.25	33.00
Certified Languages International Total						2,192.25	33.00
		53801 Phone & Internet Expense : Telephone				1,993.19	118.79
Comm-Core	Communications		101 General	LLC 1083916	February		
	Communications Total					1,993.19	118.79
Comm-Core Total						1,993.19	118.79
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance				3,290.00	196.07
Supreme Facility Services, Inc.			101 General	LLC 3775	February		
	Operations and Housekeeping Services Total					3,290.00	196.07
Supreme Facility Services, Inc. Total						3,290.00	196.07
		52802 Office Supplies Expense : Office Supplies - COS				181.49	10.82
Amazon	Office Expense		101 General	111-3037297-1405032	February		
				111-5251132-1533010	February	428.56	25.54
				111-2171042-5121012	February	450.37	26.84
				111-0945489-7149033	February	67.91	4.05
				111-5828126-5198623	February	129.15	7.70
				111-5490044-1396216	February	24.63	1.47
				111-4914206-8549816	February	428.56	25.54
				111-9281880-6848243	February	27.04	1.61
				111-1354701-7731434	February	36.39	2.17
				111-1224835-5461805	February	14.98	0.89
				111-9421595-2074643	February	17.68	1.05
				111-2208569-2330652	February	85.78	5.11
				111-4848837-2001005	February	23.12	1.38
				111-7218437-7581002	February	141.46	8.43
				111-2293518-1419409	February	193.92	11.56
				111-1092848-5212267	February	10.61	0.63
				111-3472083-3279431	February	21.00	1.25
				111-6894437-4227425	February	84.77	5.05
				111-2732904-6542668	February	428.56	25.54
				111-8562540-6853042	February	209.30	12.47
				111-1687020-6327454	February	95.33	5.68
				111-7097070-2347418	February	141.46	8.43
	Office Expense Total					3,242.07	193.21
Amazon Total						3,242.07	193.21
		52802 Office Supplies Expense : Office Supplies - COS				627.84	37.42
Quill Corporation	Office Expense		101 General	LLC 36542478	January (1/08)		

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Quill Corporation	Office Expense	52802 Office Supplies Expense :	101 General	LLC 37035343	February (2/03)	722.74	43.07
				LLC 37137843	February (2/08)	110.72	6.60
				LLC 37139184	February (2/08)	390.99	23.30
	Office Expense Total					1,852.29	110.39
Quill Corporation Total						1,852.29	110.39
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 012824	February	645.00	38.44
				LLC 2382537800	February	1,748.36	104.19
	Communications Total					2,393.36	142.63
AT&T Mobility Total						2,393.36	142.63
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2561	January (1/31)	3,440.00	205.01
	Outside Service-General Total					3,440.00	205.01
The Back Room Inc Total						3,440.00	205.01
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6801021	January (1/20)	2,149.07	128.08
				LLC 01-6807387	January (1/27)	2,132.30	127.08
				LLC 01-6811622	February (2/03)	2,147.40	127.98
				LLC 01-6816786	February (2/10)	826.97	49.28
				LLC 01-6816787	February (2/10)	2,684.87	160.01
	Outside Service Total					9,940.61	592.42
AppleOne Employment Services Total						9,940.61	592.42
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC CVA20240131	January	141.00	8.40
	Outside Service-General Total					141.00	8.40
Doctors Wellness Company LLC dba WellnessMart MD Total						141.00	8.40
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 56398525	January (1/27)	249.60	14.88
	Operations and Housekeeping Services Total					249.60	14.88
Western Exterminator Company Total						249.60	14.88
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24026086226	February	1,381.00	110.38
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 153840016	March	394.23	23.49
	Operations and Housekeeping Services Total					394.23	23.49
ADT Commercial Total						394.23	23.49
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 020924	January	2,855.43	170.17
	Utilities Total					2,855.43	170.17
Southern California Edison Total						2,855.43	170.17
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 11921	December	5,460.00	266.76
	Subagreements for Services Total					5,460.00	266.76
Effectual Educational Consulting Service Total						5,460.00	266.76
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0140699-IN	February	250.00	14.90
	Outside Service-General Total					250.00	14.90
School Services of California, Inc. Total						250.00	14.90
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 173509305	January (1/23)	387.98	23.12
				LLC 173971493	February (2/02)	8,466.74	504.58
				LLC 173971494	February (2/02)	10,279.91	612.64
				LLC 174456816	February (2/15)	507.94	30.27
				LLC 174524807	February (2/16)	9,605.80	572.46
	Office Expense Total					29,248.37	1,743.08
ULINE Total						29,248.37	1,743.08
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 021624	January	3,506.97	209.00
	Postage Total					3,506.97	209.00
Pitney Bowes Bank Inc Purchase Power Total						3,506.97	209.00
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC S293102	January (1/26)	4,780.00	386.22
			620 Title II	LLC S292886	January (1/24)	9,200.00	743.36
	Teacher Training Total					13,980.00	1,129.58
Solution Tree Total						13,980.00	1,129.58
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2082024	February	205.76	12.26
	Office Expense Total					205.76	12.26
Smart & Final Total						205.76	12.26
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 81967016	February	2,714.71	161.79
	Equipment Rental Expense Total					2,714.71	161.79
De Lage Landen Financial Services Inc. Total						2,714.71	161.79
Staples	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3559133897	February (2/07)	1,538.71	91.70
				LLC 3559133898	February (2/07)	43.01	2.56
				LLC 3559383190	February (2/10)	284.96	16.98
	Office Expense Total					1,866.68	111.25
Staples Total						1,866.68	111.25
Krispy Kreme Doughnuts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	24599098328694700	February	108.06	6.44
	Office Expense Total					108.06	6.44
Krispy Kreme Doughnuts Total						108.06	6.44

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
		66001 SG&A - Conferences and Events Expense : Events-Information Sessions	160 EDU EFF	2232024	February	4,000.00	281.81
Marriott Burbank	Travel and Conferences						
	Travel and Conferences Total					4,000.00	281.81
Marriott Burbank Total						4,000.00	281.81
		54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MAS6310014	January (1/08)	3,193.15	319.32
Apple Inc.	Computer Expense			LLC MAS6587091	January (1/04)	175.00	17.50
	Computer Expense Total					3,368.15	336.82
Apple Inc. Total						3,368.15	336.82
		56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 2403	January (1/19)	500.00	40.50
Restorative Justice Education	Teacher Training						
	Teacher Training Total					500.00	40.50
Restorative Justice Education Total						500.00	40.50
San Joaquin Delta College: Delta Center for the Arts	Prepaid Other	13514 Prepaid Other	101 General	LLC 02012024	January (1/10)	2,663.00	154.45
	Prepaid Other Total					2,663.00	154.45
San Joaquin Delta College: Delta Center for the Arts Total						2,663.00	154.45
Security & Event Staffing Professionals	Prepaid Other	13514 Prepaid Other	101 General	LLC 240607-CAVA	February	367.50	21.32
	Prepaid Other Total					367.50	21.32
Security & Event Staffing Professionals Total						367.50	21.32
		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 01-1730715	January (1/29)	530.75	31.63
Vortex Industries LLC	Outside Service-General						
	Outside Service-General Total					530.75	31.63
Vortex Industries LLC Total						530.75	31.63
		53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 109162-51067613 70737542	February (2/07)	1,264.41	75.35
City of Simi Valley	Utilities						
	Utilities Total					1,264.41	75.35
City of Simi Valley Total						1,264.41	75.35
		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812612	January	3,235.55	192.82
DataBasics, Inc.	Outside Service-General						
	Outside Service-General Total					3,235.55	192.82
DataBasics, Inc. Total						3,235.55	192.82
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC Q28730	January (1/19)	283.14	28.31
WPS	Non K12 Curriculum						
	Non K12 Curriculum Total					283.14	28.31
WPS Total						283.14	28.31
		54301 Postage & Delivery Expense : Postage	101 General	LLC 2402114	February (2/19)	163.20	9.73
Integration Inc.	Postage						
	Postage Total					163.20	9.73
		52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2402114	February (2/19)	368.00	21.93
	Printing Expense						
	Printing Expense Total					368.00	21.93
Integration Inc. Total						531.20	31.66
		56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 02022024	March (3/06)	2,250.00	182.25
Jennifer Richard	Teacher Training						
	Teacher Training Total					2,250.00	182.25
Jennifer Richard Total						2,250.00	182.25
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1024800400	February (2/12)	162.99	9.71
	Office Expense Total					162.99	9.71
Pitney Bowes Global Financial Services Total						162.99	9.71
		52802 Office Supplies Expense : Office Supplies - COS	101 General	4217901786	February	375.32	22.37
Wayfair	Office Expense						
	Office Expense Total					375.32	22.37
Wayfair Total						375.32	22.37
		52802 Office Supplies Expense : Office Supplies - COS	101 General	S431869	February	145.38	8.66
Successories	Office Expense						
	Office Expense Total					145.38	8.66
Successories Total						145.38	8.66
		52802 Office Supplies Expense : Office Supplies - COS	101 General	C3U-ZW0	February	489.56	29.18
EZ Cater - Jersey Mike's	Office Expense						
	Office Expense Total					489.56	29.18
EZ Cater - Jersey Mike's Total						489.56	29.18
		52802 Office Supplies Expense : Office Supplies - COS	101 General	2222024	February	107.21	6.39
The Home Depot	Office Expense						
	Office Expense Total					107.21	6.39
The Home Depot Total						107.21	6.39
Grand Total						164,527.65	10,252.03

California Virtual Academy at Maricopa
Board Disbursements A/P Payment History
March 01, 2024 - March 31, 2024

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,911,341.23
Insperity	PEO - Payroll Services and HR Admin Services provider	876,691.27
CALIFORNIA STATE TEACHER'S RETIREMENT	Retirement Contributions	159,226.52
California Virtual Academy @ LA	Intercompany Settlement	122,279.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	14,036.33
State Board of Equalization	Sales Tax	14,000.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	8,866.43
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	7,695.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	5,420.00
Effectual Educational Consulting Service	Special Education Services	5,387.01
California Teachers Association	Union Dues	4,044.00
E-Therapy LLC	Special Education Contracted Services	3,822.45
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	3,756.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	2,882.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	2,110.69
A1 Speech Therapy, Inc.	Special Education Contracted Services	1,906.25
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,856.54
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,748.75
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,530.00
Speech Guy, LLC	Special Education Contracted Services	1,488.75
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,437.50
Grace Speech Therapy Corp.	SLP IEP Attendance	1,020.00
Virtual Technologies Group	Computer equip. & installation	1,003.12
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	596.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	523.57
TinyEYE Technology Corporation	Special Education Contracted Services	493.80
Hend Al Awsh	ISP Subsidy	240.00
Kadiant, LLC	Special Education Contracted Services	227.50
Sunny Kids Therapy, Inc.	Special Education Contracted Services	195.00
Amazon Capital Services	Staff Office Supplies	158.21
The Stepping Stones Group LLC	Special Education Contracted Services	124.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	101.25
Beyond Blindness, Inc.	Special Education Contracted Services	66.28
Little Ears Therapy Centers	Special Education Contracted Services	60.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	52.50
Grand Total		**3,156,387.45**

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5176 - Communicology, Inc., DBA Connect					(3,801.25)
Teletherapy(CAVA @ Maricopa)	Bill	03/06/2024	INV-01143		
	Bill	03/06/2024	INV-01173		(3,433.75)
	Bill	03/06/2024	INV-01190		(460.00)
	Bill Payment	03/07/2024	5176		7,695.00
					0.00
Bill Payment #5198 - Effectual Educational Consulting					(1,235.00)
Service(CAVA @ Maricopa)	Bill	03/18/2024	INV-07652		
	Bill	03/18/2024	INV-07660		(842.50)
	Bill	03/18/2024	INV-07674		(1,186.66)
	Bill	03/18/2024	INV-07681		(1,020.00)
	Bill	03/18/2024	INV-07689		(421.60)
	Bill	03/18/2024	INV-07709		(36.25)
	Bill	03/18/2024	INV-07712		(90.00)
	Bill	03/18/2024	INV-07714		(285.00)
	Bill	03/18/2024	INV-07717		(165.00)
	Bill	03/18/2024	INV-07730		(60.00)
	Bill	03/18/2024	INV-07747		(45.00)
	Bill Payment	03/18/2024	5198		5,387.01
Amount Unapplied - Bill Payment #5198 - Effectual Educational Consulting Service(CAVA @ Maricopa)					0.00
					0.00
Bill Payment #Wire 03.22.24 - K12 MANAGEMENT INC	Bill	01/16/2024	INV-003-13237 _ MA-Jan24-OLS	INV-003-13237 _ MA-Jan24-OLS	(10,290.93)
	Bill	01/22/2024	INV-003-13320 _ MA-Dec23-SS&T	INV-003-13320 _ MA-Dec23-SS&T	(306,694.00)
					(4,284.00)
	Bill	02/22/2024	INV-003-13846 _ MA-FY24-BB Connect	INV-003-13846 _ MA-FY24-BB Connect	
	Bill	02/20/2024	INV-003-13512 _ MA-Feb24-COM	INV-003-13512 _ MA-Feb24-COM	(88,245.00)
	Bill	02/20/2024	INV-003-13562 _ MA-Feb24-MAT	INV-003-13562 _ MA-Feb24-MAT	(79,404.50)
	Bill	02/20/2024	INV-003-13612 _ MA-Feb24-OLS	INV-003-13612 _ MA-Feb24-OLS	(480,621.00)
	Bill	02/20/2024	INV-003-13662 _ MA-Jan24-SS&T	INV-003-13662 _ MA-Jan24-SS&T	(336,619.00)
	Bill	02/20/2024	INV-003-13679 _ MA-Jan24-Lease	INV-003-13679 _ MA-Jan24-Lease	(1,649.58)
	Bill	02/20/2024	INV-003-13711 _ MA-Feb24-TchrOLS	INV-003-13711 _ MA-Feb24-TchrOLS	(10,560.00)
					(50.00)
	Bill	02/21/2024	INV-003-13817 _ MA-Feb24-Adobe Lic	INV-003-13817 _ MA-Feb24-Adobe Lic	
	Bill	03/14/2024	INV-003-13933 _ MA-Mar24-COM	INV-003-13933 _ MA-Mar24-COM	(72,075.00)
	Bill	03/14/2024	INV-003-13983 _ MA-Mar24-MAT	INV-003-13983 _ MA-Mar24-MAT	(35,655.50)
	Bill	03/14/2024	INV-003-14032 _ MA-Mar24-OLS	INV-003-14032 _ MA-Mar24-OLS	(151,724.72)
	Bill	03/14/2024	INV-003-14081 _ MA-Feb24-SS&T	INV-003-14081 _ MA-Feb24-SS&T	(333,468.00)
	Bill Payment	03/22/2024	Wire 03.22.24	K12 Wire_03.22.24	1,911,341.23
					0.00
Bill Payment #5204 - National TeleTherapy Resources, a					(103.95)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	03/18/2024	INV-06112		
	Bill	03/18/2024	INV-06161		(738.75)
	Bill	03/18/2024	INV-06162		(227.50)
	Bill	03/18/2024	INV-06164		(371.80)
	Bill Payment	03/18/2024	5204		1,442.00
Bill Payment #5183 - National TeleTherapy Resources, a					(668.69)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	03/06/2024	INV-06107		
	Bill Payment	03/07/2024	5183		668.69
					0.00
Bill Payment #5206 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	03/18/2024	INV-00989		(623.75)
	Bill Payment	03/18/2024	5206		623.75
Bill Payment #5186 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	03/06/2024	INV-00980		(865.00)
	Bill Payment	03/07/2024	5186		865.00
					0.00
Bill Payment #5196 - Christopher Chaidez dba Upward Bound					(17.50)
School Inc.(CAVA @ Maricopa)	Bill	03/18/2024	INV-00395		
	Bill	03/18/2024	INV-00378		(35.00)
	Bill Payment	03/18/2024	5196		52.50
					0.00
Bill Payment #ACH 03.05.24 - State Board of					(13,411.96)
Equalization(CAVA@MARICOPA)	Bill	02/29/2024	MA Use Tax Feb 24	MA Use Tax Feb 24	
	Bill	03/05/2024	MA Use TaxTrue Up_ Feb 24	MA Use TaxTrue Up_ Feb 24	(588.04)
	Bill Payment	03/05/2024	ACH 03.05.24	MA Use Tax_ Feb 24	14,000.00
Amount Unapplied - Bill Payment #ACH 03.05.24 - State Board of Equalization(CAVA@MARICOPA)					0.00
					0.00
Bill Payment #ACH Mar 2024 - Insperity(CAVA@MARICOPA)	Bill	03/31/2024	03.01.24 to 03.31.24	03.01.24 to 03.31.24	(876,691.27)
	Bill Payment	03/31/2024	ACH Mar 2024	03.01.24 to 03.31.24	876,691.27
					0.00
Bill Payment #5207 - Sunny Kids Therapy, Inc.(CAVA @					(97.50)
Maricopa)	Bill	03/18/2024	INV-00460		
	Bill Payment	03/18/2024	5207		97.50
Bill Payment #5187 - Sunny Kids Therapy, Inc.(CAVA @					(97.50)
Maricopa)	Bill	03/06/2024	INV-00458		
	Bill Payment	03/07/2024	5187		97.50
					0.00
Bill Payment #5193 - Anchor Counseling & Education					(2,947.50)
Solutions(CAVA@MARICOPA)	Bill	03/18/2024	INV-06713		
	Bill	03/18/2024	INV-06726		(175.00)
	Bill Payment	03/18/2024	5193		3,122.50

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5172 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(2,628.59)
	Bill	03/06/2024	INV-06652		
	Bill	03/06/2024	INV-06682		(3,080.34)
	Bill	03/06/2024	INV-06695		(35.00)
	Bill Payment	03/07/2024	5172		5,743.93
					0.00
Bill Payment #5195 - Bridge The Gap Sped, LLC(CAVA @ Maricopa)					(1,530.00)
	Bill	03/18/2024	INV-00154		
	Bill Payment	03/18/2024	5195		1,530.00
					0.00
Bill Payment #5197 - E-Therapy LLC(CAVA@MARICOPA)	Bill	03/18/2024	INV-07313		(319.00)
	Bill Payment	03/18/2024	5197		319.00
Bill Payment #5177 - E-Therapy LLC(CAVA@MARICOPA)	Bill	03/06/2024	INV-07260		(377.00)
	Bill	03/06/2024	INV-07272		(46.66)
	Bill	03/06/2024	INV-07281		(46.66)
	Bill	03/06/2024	INV-07297		(3,033.13)
	Bill Payment	03/07/2024	5177		3,503.45
					0.00
Bill Payment #5203 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)					(5,420.00)
	Bill	03/18/2024	INV-00584		
	Bill Payment	03/18/2024	5203		5,420.00
					0.00
Bill Payment #5210 - California Virtual Academy @ LA(CAVA@MARICOPA)					(122,279.00)
	Bill	03/21/2024	Intercompany Settlement Mar 24	Intercompany Settlement Mar 24	
	Bill Payment	03/21/2024	5210	Intercompany Settlement Mar 24	122,279.00
					0.00
Bill Payment #5175 - California Teachers Association(CAVA@MARICOPA)					(4,044.00)
	Bill	03/06/2024	Union Dues - 022024		
	Bill Payment	03/07/2024	5175		4,044.00
					0.00
Bill Payment #5185 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(1,856.54)
	Bill	03/06/2024	INV-00811		
	Bill Payment	03/07/2024	5185		1,856.54
					0.00
Bill Payment #5208 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(31.00)
	Bill	03/18/2024	INV-00294		
	Bill Payment	03/18/2024	5208		31.00
Bill Payment #5188 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(62.00)
	Bill	03/06/2024	INV-00283		
	Bill	03/06/2024	INV-00274		(31.00)
	Bill Payment	03/07/2024	5188		93.00
					0.00
Bill Payment #5189 - TheraStaffers(CAVA @ Maricopa)	Bill	03/06/2024	INV-00431		(3,756.00)
	Bill Payment	03/07/2024	5189		3,756.00
					0.00
Bill Payment #5174 - Axis Teletherapy(CAVA @ Maricopa)	Bill	03/06/2024	INV-00381		(177.00)
	Bill	03/06/2024	INV-00323		(91.00)
	Bill	03/06/2024	INV-00345		(92.00)
	Bill	03/06/2024	INV-00359		(236.00)
	Bill Payment	03/07/2024	5174		596.00
					0.00
Bill Payment #5200 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(150.00)
	Bill	03/18/2024	INV-00631		
	Bill	03/18/2024	INV-00643		(270.00)
	Bill Payment	03/18/2024	5200		420.00
Bill Payment #5179 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(120.00)
	Bill	03/06/2024	INV-00581		
	Bill	03/06/2024	INV-00594		(105.00)
	Bill	03/06/2024	INV-00604		(240.00)
	Bill	03/06/2024	INV-00614		(75.00)
	Bill	03/06/2024	INV-00621		(60.00)
	Bill Payment	03/07/2024	5179		600.00
					0.00
Bill Payment #5205 - PresenceLearning, Inc.(CAVA @ Maricopa)					(331.25)
	Bill	03/18/2024	INV-08537		
	Bill	03/18/2024	INV-08549		(775.00)
	Bill	03/18/2024	INV-08550		(642.50)
	Bill Payment	03/18/2024	5205		1,748.75
					0.00
Bill Payment #5211 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(3,280.60)
	Bill	06/28/2023	INV-00730		
	Bill Payment	03/22/2024	5211		3,280.60
Bill Payment #5199 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(5,725.21)
	Bill	03/18/2024	INV-00952		
	Bill Payment	03/18/2024	5199		5,725.21
Bill Payment #5178 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(5,030.52)
	Bill	03/06/2024	INV-00938		
	Bill Payment	03/07/2024	5178		5,030.52
					0.00
Bill Payment #5201 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Maricopa)					(335.49)
	Bill	03/18/2024	INV-00310		
	Bill Payment	03/18/2024	5201		335.49

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5180 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Maricopa)					(30.50)
	Bill	03/06/2024	INV-00301		
	Bill	03/06/2024	INV-00298		(157.58)
	Bill Payment	03/07/2024	5180		188.08
					0.00
Bill Payment #5212 - CALIFORNIA STATE TEACHER'S RETIREMENT					(159,226.52)
	Bill	03/26/2024	MA STRS Mar 2024	MA STRS Mar 2024	
	Bill Payment	03/26/2024	5212	MA STRS Mar 2024	159,226.52
					0.00
Bill Payment #5192 - Amazon Capital Services(CAVA @ Maricopa)					(19.28)
	Bill	03/18/2024	11MA-FKN1-67NL		
	Bill Payment	03/18/2024	5192		19.28
Bill Payment #5171 - Amazon Capital Services(CAVA @ Maricopa)					(138.93)
	Bill	03/06/2024	1VXM-V39M-L3XX		
	Bill Payment	03/07/2024	5171		138.93
					0.00
Bill Payment #5209 - TinyEYE Technology Corporation(CAVA @ Maricopa)					(493.80)
	Bill	03/18/2024	INV-00516		
	Bill Payment	03/18/2024	5209		493.80
					0.00
Bill Payment #5202 - Little Ears Therapy Centers(CAVA @ Maricopa)					(60.00)
	Bill	03/18/2024	INV-00119		
	Bill Payment	03/18/2024	5202		60.00
					0.00
Bill Payment #5184 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)					(101.25)
	Bill	03/06/2024	INV-00157		
	Bill Payment	03/07/2024	5184		101.25
					0.00
Bill Payment #5194 - Beyond Blindness, Inc.(CAVA @ Maricopa)					(66.28)
	Bill	03/18/2024	INV-00131		
	Bill Payment	03/18/2024	5194		66.28
					0.00
Bill Payment #5173 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(1,437.50)
	Bill	03/06/2024	INV-00701		
	Bill Payment	03/07/2024	5173		1,437.50
					0.00
Bill Payment #1199 - Hend Al Awsh(CAVA @ Maricopa)	Bill	03/06/2024	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	03/07/2024	1199		240.00
					0.00
Bill Payment #5191 - A1 Speech Therapy, Inc.(CAVA@MARICOPA)					(781.25)
	Bill	03/18/2024	INV-00276		
	Bill Payment	03/18/2024	5191		781.25
Bill Payment #5170 - A1 Speech Therapy, Inc.(CAVA@MARICOPA)					(1,125.00)
	Bill	03/06/2024	INV-00267		
	Bill Payment	03/07/2024	5170		1,125.00
					0.00
Bill Payment #5181 - Kadiant, LLC(CAVA @ Maricopa)	Bill	03/06/2024	INV-00088		(227.50)
	Bill Payment	03/07/2024	5181		227.50
					0.00
Bill Payment #5182 - Law Offices of Young, Minney & Corr, LLP(CAVA@MARICOPA)					(2,882.50)
	Bill	03/06/2024	9060		
	Bill Payment	03/07/2024	5182		2,882.50
					0.00
Bill Payment #5190 - Virtual Technologies Group(CAVA@MARICOPA)					(1,003.12)
	Bill	03/06/2024	207024		
	Bill Payment	03/07/2024	5190		1,003.12
					0.00
					0.00
				Total	3,156,387.45

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Barrington Staffing Services	1,287.78
AppleOne Employment Services	910.26
DataBasics, Inc.	498.84
FusionPlus Inc	441.72
AXIS Teletherapy	403.31
Solution Tree	386.22
Integration Inc.	370.83
Apple Inc.	336.82
ULINE	327.77
City Printing Graphics	303.20
UPS	253.98
The Back Room Inc	202.60
Supreme Facility Services, Inc.	193.77
Certified Languages International	185.25
De Lage Landen Financial Services Inc.	160.07
Select Staffing	141.89
Southern California Edison	141.35
AT&T Mobility	140.96
Comm-Core	122.39
Bill.com	110.38
Law Offices of Young, Minney & Corr, LLP	101.86
Green Hasson & Janks LLP	88.09
Amazon	59.44
Verizon Wireless	47.31
Wood Ranch Moorpark	42.28
Pitney Bowes Global Financial Services	35.43
Carmen Gomez Ruiz	35.34
Doctors Wellness Company LLC dba WellnessMart MD	32.86
Waste Management	24.76
Quill Corporation	14.91
School Services of California, Inc.	14.72
Western Exterminator Company	14.70
Paper Recycling & Shredding	12.72
The Home Depot	7.08
Smart & Final	5.94
Dollar Tree	1.14
Grand Total	**7,457.96**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3000	February	600.00	35.34
	Operations and Housekeeping Services Total					600.00	35.34
Carmen Gomez Ruiz Total						600.00	35.34
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 567230	February (2/15)	108.00	6.36
	Office Expense			LLC 568195	February (2/29)	108.00	6.36
	Office Expense Total					216.00	12.72
Paper Recycling & Shredding Total						216.00	12.72
UPS		54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E094	March (3/2)	766.69	45.15
	Shipping			LLC 00073Y68E074	February (2/17)	640.83	37.74
				LLC 00073Y68E084	February (2/24)	690.09	40.64
				LLC 000073Y68E104	March (3/09)	797.20	46.95
			280 SPED	LLC 0000V9159W094	March (3/2)	437.22	24.80
				LLC 0000V9159W074	February (2/17)	343.01	19.45
				LLC 0000V9159W084	February (2/24)	172.67	9.79
				LLC 0000V9159W104	March (3/09)	543.91	29.45
	Shipping Total					4,391.62	253.98
UPS Total						4,391.62	253.98
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6845768-0283-0	March	167.38	9.86
				LLC 6845785-0283-4	March	253.00	14.90
	Operations and Housekeeping Services Total					420.38	24.76
Waste Management Total						420.38	24.76
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 43428	February (2/25)	3,759.93	221.44
	Outside Service			LLC 43448	March (3/03)	6,003.72	353.59
			280 SPED	LLC 43428	February (2/25)	1,707.44	96.84
				LLC 43448	March (3/03)	2,195.28	118.85
			101 General	LLC 43466	March (3/10)	6,519.89	383.99
			280 SPED	LLC 43466	March (3/10)	2,088.57	113.07
	Outside Service Total					22,274.83	1,287.78
Barrington Staffing Services Total						22,274.83	1,287.78
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1008	March	7,500.00	441.72
	Outside Service-General						
	Outside Service-General Total					7,500.00	441.72
FusionPlus Inc Total						7,500.00	441.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 9052	February	892.50	59.42
	Legal Fees		280 SPED	LLC 9052	February	637.50	42.44
	Legal Fees Total					1,530.00	101.86
Law Offices of Young, Minney & Corr, LLP Total						1,530.00	101.86
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9958247710	February	803.32	47.31
	Telephone - Adminstration						
	Telephone - Adminstration Total					803.32	47.31
Verizon Wireless Total						803.32	47.31
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586022924	February	2,760.75	185.25
	Outside Service-General Total					2,760.75	185.25
Certified Languages International Total						2,760.75	185.25
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1084653	March	2,078.13	122.39
	Communications Total					2,078.13	122.39
Comm-Core Total						2,078.13	122.39
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3824	March	3,290.00	193.77
	Operations and Housekeeping Services Total					3,290.00	193.77
Supreme Facility Services, Inc. Total						3,290.00	193.77
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-1432171-0301038	March	86.86	5.12
				111-5001329-6505840	March	611.39	36.01
				111-0875143-0011463	March	36.24	2.13
				111-7422089-7466617	March	10.38	0.61
				111-5726533-2449847	March	21.22	1.25
				3062024	March	(48.04)	(2.83)
				111-4733564-7984201	March	94.52	5.57
				111-0818215-2949808	March	17.15	1.01
				111-7228032-0305800	March	67.60	3.98
				111-4634483-4951407	March	52.01	3.06
				111-3661883-4820252	March	38.58	2.27
				111-7701096-9966601	March	7.49	0.44
				112-5978316-6210662	March	13.80	0.81
	Office Expense Total					1,009.20	59.44
Amazon Total						1,009.20	59.44
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 37321694	February (2/20)	229.73	13.53
				LLC 37414211	February (2/26)	23.42	1.38
	Office Expense Total					253.15	14.91
Quill Corporation Total						253.15	14.91
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 2988828801	March	1,748.36	102.97
				LLC 80557846671578 022824	March	645.05	37.99
	Communications Total					2,393.41	140.96
AT&T Mobility Total						2,393.41	140.96
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2592	February	3,440.00	202.60
	Outside Service-General Total					3,440.00	202.60
The Back Room Inc Total						3,440.00	202.60

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				2,464.11	145.13
AppleOne Employment Services	Outside Service	Help	101 General	LLC 01-6820669	February (2/17)		
				LLC 01-6820670	February (2/17)	2,689.04	158.37
				LLC 01-6825470	February (2/24)	2,199.36	129.53
				LLC 01-6825471	February (2/24)	2,150.73	126.67
				LLC 01-6829552	March (3/02)	3,805.71	224.14
				LLC 01-6829553	March (3/02)	2,146.56	126.42
	Outside Service Total					15,455.51	910.26
AppleOne Employment Services Total						15,455.51	910.26
		51801 Professional Svcs & Outside Labor : Other Professional				558.00	32.86
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	Services	101 General	LLC INV-0497	February		
	Outside Service-General Total					558.00	32.86
Doctors Wellness Company LLC dba WellnessMart MD Total						558.00	32.86
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 57410123	February (2/29)	249.60	14.70
Western Exterminator Company	Operations and Housekeeping Services Total					249.60	14.70
Western Exterminator Company Total						249.60	14.70
		55801 Dues, Memberships &				1,381.00	110.38
Bill.com	Dues and Memberships	Research Svcs : Memberships	101 General	24036402053	March		
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
		53302 Rent and Utilities : Utilities,		LLC 700203189681		2,399.96	141.35
Southern California Edison	Utilities	CAM, and Real Estate	101 General	031224	February		
	Utilities Total					2,399.96	141.35
Southern California Edison Total						2,399.96	141.35
		51801 Professional Svcs & Outside Labor : Other Professional				250.00	14.72
School Services of California, Inc.	Outside Service-General	Services	101 General	LLC 0141018-IN	March		
	Outside Service-General Total					250.00	14.72
School Services of California, Inc. Total						250.00	14.72
		52802 Office Supplies Expense :				4,341.48	255.69
ULINE	Office Expense	Office Supplies - COS	101 General	LLC 174603313	February (2/15)		
				LLC 174621121	February (2/16)	1,209.86	71.26
				LLC 175176181	March (3/2)	1,223.76	72.07
			101 General	LLC 174661047	February (2/16)	(1,209.86)	(71.26)
	Office Expense Total					5,565.24	327.77
ULINE Total						5,565.24	327.77
		56313 Program Fees & Other Instructional : Program Fees -				4,780.00	386.22
Solution Tree	Teacher Training	Professional Development	480 SUPP - Student Training	LLC 5294798	February		
	Teacher Training Total					4,780.00	386.22
Solution Tree Total						4,780.00	386.22
		52802 Office Supplies Expense :				100.78	5.94
Smart & Final	Office Expense	Office Supplies - COS	101 General	3132024	March		
	Office Expense Total					100.78	5.94
Smart & Final Total						100.78	5.94
		55304 Facilities & Equipment Rental Expense : Equipment				2,717.78	160.07
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Rental	101 General	LLC 82175883	March		
	Equipment Rental Expense Total					2,717.78	160.07
De Lage Landen Financial Services Inc. Total						2,717.78	160.07
		54811 Computer & Maintenance				175.00	17.50
Apple Inc.	Computer Expense	Expense : Repairs & Maintenance	280 SPED	LLC MA66979847	March (3/01)		ι
				LLC MA67436713	March (3/06)	3,193.15	319.32
	Computer Expense Total					3,368.15	336.82
Apple Inc. Total						3,368.15	336.82
		51801 Professional Svcs & Outside Labor : Other Professional				4,556.10	268.33
DataBasics, Inc.	Outside Service-General	Services	101 General	LLC 0812765	February		
				LLC 0812892	March	3,913.85	230.51
	Outside Service-General Total					8,469.95	498.84
DataBasics, Inc. Total						8,469.95	498.84
		52801 Office Supplies Expense : Business Expense/Printing &				2,663.90	156.89
Integration Inc.	Printing Expense	Reproduction	101 General	LLC 2402151	February (2/29)		
	Printing Expense Total					2,663.90	156.89
		54301 Postage & Delivery Expense				3,632.56	213.94
	Postage	: Postage	101 General	LLC 2402151	February (2/29)		
	Postage Total					3,632.56	213.94
Integration Inc. Total						6,296.46	370.83
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106556955	February (2/28)	601.53	35.43
	Office Expense Total					601.53	35.43
Pitney Bowes Global Financial Services Total						601.53	35.43
		52802 Office Supplies Expense :				120.17	7.08
The Home Depot	Office Expense	Office Supplies - COS	101 General	3092024	March		
	Office Expense Total					120.17	7.08
The Home Depot Total						120.17	7.08
		51817 Professional Svcs & Outside Labor : Special Education				4,940.00	241.35
AXIS Teletherapy	Subagreements for Services	Professional Services	280 SPED	LLC 2454	January		
				LLC 2559	February	3,315.00	161.96
	Subagreements for Services Total					8,255.00	403.31
AXIS Teletherapy Total						8,255.00	403.31
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				496.09	29.22
Select Staffing	Outside Service	Help	101 General	LLC 8409664075	February (2/11)		
				LLC 8409689752	February (2/18)	1,516.95	89.34
				LLC 8409702594	February (2/25)	396.11	23.33
	Outside Service Total					2,409.15	141.89
Select Staffing Total						2,409.15	141.89

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
		52801 Office Supplies Expense : Business Expense/Printing &				5,148.00	303.20
City Printing Graphics	Printing Expense	Reproduction	101 General	LLC 24-31377	March (3/07)		
	Printing Expense Total					5,148.00	303.20
City Printing Graphics Total						5,148.00	303.20
		56321 Program Fees & Other Instructional : Program Fees -				1,339.00	88.09
Green Hasson & Janks LLP	Accounting Fees	Accounting	101 General	LLC 86673	February (2/24)		
	Accounting Fees Total					1,339.00	88.09
Green Hasson & Janks LLP Total						1,339.00	88.09
		52802 Office Supplies Expense :				19.30	1.14
Dollar Tree	Office Expense	Office Supplies - COS	101 General	3132024	March		
	Office Expense Total					19.30	1.14
Dollar Tree Total						19.30	1.14
		52802 Office Supplies Expense :				717.88	42.28
Wood Ranch Moorpark	Office Expense	Office Supplies - COS	101 General	E96839	March		
	Office Expense Total					717.88	42.28
Wood Ranch Moorpark Total						717.88	42.28
Grand Total						123,163.25	7,457.96

California Virtual Academy at Maricopa
Board Disbursements A/P Payment History
Board Disbursements A/P Payment History by Vendor2

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	475,320.23
Insperity	PEO - Payroll Services and HR Admin Services provider	443,736.17
California State Teacher's Retirement	Retirement Contributions	125,802.30
California Virtual Academy @ LA	Intercompany Settlement	122,053.00
California Virtual Academy @ San Diego	Intercompany Settlement	92,627.00
School Pathways LLC	Annual Subscription	18,573.87
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	17,398.82
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	12,750.00
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	11,878.75
Anchor Counseling & Education Solutions	Special Education Contracted Services	10,759.53
E-Therapy LLC	Special Education Contracted Services	9,922.68
State Board of Equalization	Sales Tax	7,882.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	7,539.65
Effectual Educational Consulting Service	Special Education Services	7,082.26
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	6,904.95
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	5,745.00
Virtual Technologies Group	Computer equip. & installation	5,260.25
California Teachers Association	Union Dues	5,184.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,750.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,190.00
Specialized Therapy Services Inc	Special Education Contracted Services	2,097.08
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,574.26
Telespeech Therapy	Language and Speech Therapy	1,540.00
Speech Guy, LLC	Special Education Contracted Services	1,480.00
Grace Speech Therapy Corp.	SLP IEP Attendance	1,425.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,337.50
Kadiant, LLC	Special Education Contracted Services	1,117.50
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	715.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	656.25
Lauren Mercado	ISP Subsidy	480.00
SpeechRighter, Inc.	Special Education Contracted Services	472.50
Augmentative Communications Solutions	Special Education Contracted Services	465.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	389.50
TinyEYE Technology Corporation	Special Education Contracted Services	339.80
Sunny Kids Therapy, Inc.	Special Education Contracted Services	292.50
Oxford Consulting Services	Special Education Contracted Services	250.00
The Stepping Stones Group LLC	Special Education Contracted Services	248.00
Martha Frias	ISP Subsidy	240.00
Antonette Brown	ISP Subsidy	240.00
Adapted Child's Play	Special Education Contracted Services	240.00
Beyond Blindness, Inc.	Special Education Contracted Services	183.87
Amazon Capital Services	Staff Office Supplies	122.31
Ronesha Smith-Davis	ISP Subsidy	73.33
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	70.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	67.50
Chase Boyle dba Snow Counseling	Special Education Contracted Services	60.00
Little Ears Therapy Centers	Special Education Contracted Services	60.00
Grand Total		**1,407,597.36**

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5261 - Communicology, Inc., DBA Connect					(1,932.92)
Teletherapy(CAVA @ Maricopa)	Bill	04/25/2024	INV-01314		
	Bill	04/25/2024	INV-01328		(345.00)
	Bill Payment	04/25/2024	5261		2,277.92
Bill Payment #5221 - Communicology, Inc., DBA Connect					(3,992.08)
Teletherapy(CAVA @ Maricopa)	Bill	04/04/2024	INV-01205		
	Bill	04/04/2024	INV-01223		(1,069.50)
	Bill	04/04/2024	INV-01238		(4,200.00)
	Bill	04/04/2024	INV-01255		(339.25)
	Bill Payment	04/04/2024	5221		9,600.83
					0.00
Bill Payment #5263 - Effectual Educational Consulting					(2,457.50)
Service(CAVA @ Maricopa)	Bill	04/25/2024	INV-07770		
	Bill	04/25/2024	INV-07820		(30.00)
	Bill	04/25/2024	INV-07836		(540.00)
	Bill	04/25/2024	INV-07845		(180.00)
	Bill Payment	04/25/2024	5263		3,207.50
Bill Payment #5245 - Effectual Educational Consulting					(1,915.00)
Service(CAVA @ Maricopa)	Bill	04/12/2024	INV-07782		
	Bill	04/12/2024	INV-07799		(810.66)
	Bill	04/12/2024	INV-07806		(301.60)
	Bill	04/12/2024	INV-07809		(595.00)
	Bill	04/12/2024	INV-07818		(72.50)
	Bill Payment	04/15/2024	5245		3,694.76
Bill Payment #5223 - Effectual Educational Consulting					(180.00)
Service(CAVA @ Maricopa)	Bill	04/04/2024	INV-07756		
	Bill Payment	04/04/2024	5223		180.00
Amount Unapplied - Bill Payment #5245 - Effectual Educational Consulting Service(CAVA @ Maricopa)					0.00
					0.00
Bill Payment #Wire 04.26.24 - K12 MANAGEMENT INC	Bill	03/14/2024	INV-003-14032 _ MA-Mar24-OLS	INV-003-14032 _ MA-Mar24-OLS	(42,551.18)
	Bill	03/22/2024	INV-003-14206 _ MA-Feb24-Lease	INV-003-14206 _ MA-Feb24-Lease	(1,649.58)
	Bill	04/18/2024	INV-003-14319 _ MA-Apr24-MAT	INV-003-14319 _ MA-Apr24-MAT	(20,127.50)
	Bill	04/18/2024	INV-003-14364 _ MA-Mar24-SS&T	INV-003-14364 _ MA-Mar24-SS&T	(184,936.97)
	Bill	04/18/2024	INV-003-14384 _ MA-Apr24-COM	INV-003-14384 _ MA-Apr24-COM	(61,035.00)
	Bill	04/18/2024	INV-003-14434 _ MA-Apr24-OLS	INV-003-14434 _ MA-Apr24-OLS	(165,020.00)
	Bill Payment	04/26/2024	Wire 04.26.24	K12 Wire 04.26.24	475,320.23
Bill Credit #CM-003-1372 _ MA-Mar24-Lease/Misc - K12					(6,176.10)
MANAGEMENT INC	Bill	03/14/2024	INV-003-14032 _ MA-Mar24-OLS	INV-003-14032 _ MA-Mar24-OLS	
	Bill Credit	04/17/2024	CM-003-1372 _ MA-Mar24-Lease/Misc	CM-003-1372 _ MA-Mar24-Lease/Misc	6,176.10
					0.00
Bill Payment #5268 - National TeleTherapy Resources, a					(34.65)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	04/25/2024	INV-06315		
	Bill	04/25/2024	INV-06343		(277.75)
	Bill	04/25/2024	INV-06344		(2,102.38)
	Bill	04/25/2024	INV-06387		(758.82)
	Bill	04/25/2024	INV-06388		(720.59)
	Bill Payment	04/25/2024	5268		3,894.19
Bill Payment #5247 - National TeleTherapy Resources, a					(330.00)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	04/12/2024	INV-06163		
	Bill	04/12/2024	INV-06311		(65.00)
	Bill Payment	04/15/2024	5247		395.00
Bill Payment #5229 - National TeleTherapy Resources, a					(302.50)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	04/04/2024	INV-06197		
	Bill	04/04/2024	INV-06198		(456.13)
	Bill	04/04/2024	INV-06210		(34.65)
	Bill	04/04/2024	INV-06246		(709.06)
	Bill	04/04/2024	INV-06294		(173.34)
	Bill	04/04/2024	INV-06295		(270.00)
	Bill	04/04/2024	INV-06296		(507.58)
	Bill	04/04/2024	INV-06307		(162.50)
	Bill Payment	04/04/2024	5229		2,615.76
					0.00
Bill Payment #5272 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	04/25/2024	INV-01011		(676.25)
	Bill Payment	04/25/2024	5272		676.25
Bill Payment #5234 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	04/04/2024	INV-00999		(803.75)
	Bill Payment	04/04/2024	5234		803.75
					0.00
Bill Payment #5259 - Christopher Chaidez dba Upward Bound					(35.00)
School Inc.(CAVA @ Maricopa)	Bill	04/25/2024	INV-00441		
	Bill Payment	04/25/2024	5259		35.00
Bill Payment #5243 - Christopher Chaidez dba Upward Bound					(17.50)
School Inc.(CAVA @ Maricopa)	Bill	04/12/2024	INV-00437		
	Bill Payment	04/15/2024	5243		17.50
Bill Payment #5219 - Christopher Chaidez dba Upward Bound					(17.50)
School Inc.(CAVA @ Maricopa)	Bill	04/04/2024	INV-00422		
	Bill Payment	04/04/2024	5219		17.50
					0.00
Bill Payment #ACH 04.29.24 - State Board of					(7,882.00)
Equalization(CAVA@MARICOPA)	Bill	03/31/2024	MA Use Tax Mar 24	MA Use Tax Mar 24	

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 04.29.24 - State Board of	Bill Payment	04/29/2024	ACH 04.29.24	MA Use Tax Jan 24 - Mar 24	7,882.00
Bill Credit #MA Use Tax True Up Jan to Mar 24 - State Board of					(736.00)
Equalization(CAVA@MARICOPA)	Bill	03/31/2024	MA Use Tax Mar 24	MA Use Tax Mar 24	
	Bill Credit	04/29/2024	MA Use Tax True Up Jan to Mar 24	MA Use Tax True Up Jan to Mar 24	736.00
					0.00
					(443,736.17)
Bill Payment #ACH April 2024 - Insperity(CAVA@MARICOPA)	Bill	04/30/2024	04.01.24 to 04.30.24	04.01.24 to 04.30.24	
	Bill Payment	04/30/2024	ACH April 2024	04.01.24 to 04.30.24	443,736.17
					0.00
Bill Payment #5274 - Sunny Kids Therapy, Inc.(CAVA @					(97.50)
Maricopa)	Bill	04/25/2024	INV-00466		
	Bill Payment	04/25/2024	5274		97.50
Bill Payment #5249 - Sunny Kids Therapy, Inc.(CAVA @					(97.50)
Maricopa)	Bill	04/12/2024	INV-00463		
	Bill Payment	04/15/2024	5249		97.50
Bill Payment #5236 - Sunny Kids Therapy, Inc.(CAVA @					(97.50)
Maricopa)	Bill	04/04/2024	INV-00461		
	Bill Payment	04/04/2024	5236		97.50
					0.00
Bill Payment #5256 - Anchor Counseling & Education					(2,062.25)
Solutions(CAVA@MARICOPA)	Bill	04/25/2024	INV-06792		
	Bill	04/25/2024	INV-06803		(70.00)
	Bill Payment	04/25/2024	5256		2,132.25
Bill Payment #5252 - Anchor Counseling & Education					(60.00)
Solutions(CAVA@MARICOPA)	Bill	06/24/2021	INV-03508		
	Bill	06/24/2021	INV-03497		(60.00)
	Bill	06/24/2021	INV-03488		(187.50)
	Bill	06/24/2021	INV-03517		(30.00)
	Bill	06/24/2021	INV-03552		(60.00)
	Bill	06/24/2021	INV-03528		(30.00)
	Bill	06/24/2021	INV-03536		(30.00)
	Bill	06/24/2021	INV-03557		(30.00)
	Bill	06/24/2021	INV-03560		(60.00)
	Bill	06/24/2021	INV-03564		(60.00)
	Bill	06/24/2021	INV-03568		(60.00)
	Bill	06/24/2021	INV-03573		(60.00)
	Bill	06/24/2021	INV-03622		(90.00)
	Bill	06/24/2021	INV-03644		(60.00)
	Bill	06/24/2021	INV-03648		(30.00)
	Bill	06/24/2021	INV-03663		(30.00)
	Bill	06/24/2021	INV-03678		(30.00)
	Bill	06/24/2021	INV-03703		(60.00)
	Bill	06/24/2021	INV-03726		(15.00)
	Bill	06/24/2021	INV-03731		(60.00)
	Bill	06/24/2021	INV-03754		(60.00)
	Bill	06/24/2021	INV-03763		(525.03)
	Bill	06/24/2021	INV-03811		(3,000.00)
	Bill	06/24/2021	INV-03815		(112.50)
	Bill Payment	04/15/2024	5252		4,800.03
Bill Payment #5214 - Anchor Counseling & Education					(1,185.75)
Solutions(CAVA@MARICOPA)	Bill	04/04/2024	INV-06741		
	Bill	04/04/2024	INV-06757		(2,431.50)
	Bill	04/04/2024	INV-06770		(210.00)
	Bill Payment	04/04/2024	5214		3,827.25
					0.00
Bill Payment #5242 - Bridge The Gap Sped, LLC(CAVA @					(1,337.50)
Maricopa)	Bill	04/12/2024	INV-00165		
	Bill Payment	04/15/2024	5242		1,337.50
					0.00
Bill Payment #5262 - E-Therapy LLC(CAVA@MARICOPA)	Bill	04/25/2024	INV-07428		(2,257.07)
	Bill	04/25/2024	INV-07452		(241.02)
	Bill Payment	04/25/2024	5262		2,498.09
Bill Payment #5244 - E-Therapy LLC(CAVA@MARICOPA)	Bill	04/12/2024	INV-07412		(232.00)
	Bill Payment	04/15/2024	5244		232.00
Bill Payment #5222 - E-Therapy LLC(CAVA@MARICOPA)	Bill	04/04/2024	INV-07320		(2,902.00)
	Bill	04/04/2024	INV-07343		(46.66)
	Bill	04/04/2024	INV-07360		(956.94)
	Bill	04/04/2024	INV-07375		(2,376.20)
	Bill	04/04/2024	INV-07376		(840.80)
	Bill	04/04/2024	INV-07391		(46.66)
	Bill	04/04/2024	INV-07400		(23.33)
	Bill Payment	04/04/2024	5222		7,192.59
Amount Unapplied - Bill Payment #5222 - E-Therapy LLC(CAVA@MARICOPA)					0.00
					0.00
Bill Payment #5228 - MK Innovations Inc dba The Silly					(2,190.00)
Room(CAVA@MARICOPA)	Bill	04/04/2024	INV-00595		
	Bill Payment	04/04/2024	5228		2,190.00
					0.00
Bill Payment #5253 - California Virtual Academy @					(122,053.00)
LA(CAVA@MARICOPA)	Bill	04/25/2024	Intercompany Settlement Apr 24	Intercompany Settlement Apr 24	
	Bill Payment	04/25/2024	5253	Intercompany Settlement Apr 24	122,053.00

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #5217 - California Teachers Association(CAVA@MARICOPA)					(5,184.00)
	Bill	04/04/2024	Union Dues - 032024		
	Bill Payment	04/04/2024	5217		5,184.00
					0.00
Bill Payment #5231 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(1,574.26)
	Bill	04/04/2024	INV-00816		
	Bill Payment	04/04/2024	5231		1,574.26
					0.00
Bill Payment #5276 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(62.00)
	Bill	04/25/2024	INV-00344		
	Bill	04/25/2024	INV-00354		(62.00)
	Bill Payment	04/25/2024	5276		124.00
Bill Payment #5251 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(62.00)
	Bill	04/12/2024	INV-00333		
	Bill Payment	04/15/2024	5251		62.00
Bill Payment #5237 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(31.00)
	Bill	04/04/2024	INV-00317		
	Bill	04/04/2024	INV-00305		(31.00)
	Bill Payment	04/04/2024	5237		62.00
					0.00
Bill Payment #5277 - TheraStaffers(CAVA @ Maricopa)	Bill	04/25/2024	INV-00479		(2,540.00)
	Bill Payment	04/25/2024	5277		2,540.00
Bill Payment #5238 - TheraStaffers(CAVA @ Maricopa)	Bill	04/04/2024	INV-00453		(2,130.00)
	Bill	04/04/2024	INV-00470		(1,075.00)
	Bill Payment	04/04/2024	5238		3,205.00
					0.00
Bill Payment #5241 - Axis Teletherapy(CAVA @ Maricopa)	Bill	04/12/2024	INV-00425		(92.00)
	Bill	04/12/2024	INV-00438		(91.00)
	Bill	04/12/2024	INV-00457		(206.50)
	Bill Payment	04/15/2024	5241		389.50
					0.00
Bill Payment #5265 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(405.00)
	Bill	04/25/2024	INV-00720		
	Bill	04/25/2024	INV-00733		(30.00)
	Bill	04/25/2024	INV-00748		(90.00)
	Bill Payment	04/25/2024	5265		525.00
Bill Payment #5246 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(315.00)
	Bill	04/12/2024	INV-00697		
	Bill Payment	04/15/2024	5246		315.00
Bill Payment #5224 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(450.00)
	Bill	04/04/2024	INV-00652		
	Bill	04/04/2024	INV-00664		(105.00)
	Bill	04/04/2024	INV-00675		(30.00)
	Bill Payment	04/04/2024	5224		585.00
					0.00
Bill Payment #5270 - PresenceLearning, Inc.(CAVA @ Maricopa)					(132.50)
	Bill	04/25/2024	INV-08604		
	Bill	04/25/2024	INV-08627		(582.50)
	Bill Payment	04/25/2024	5270		715.00
					0.00
Bill Payment #5264 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(5,422.96)
	Bill	04/25/2024	INV-00965		
	Bill	04/25/2024	INV-00978		(2,116.69)
	Bill Payment	04/25/2024	5264		7,539.65
					0.00
Bill Payment #5280 - CALIFORNIA STATE TEACHER'S RETIREMENT					(125,802.30)
	Bill	04/26/2024	MA STRS Apr 2024	MA STRS Apr 2024	
	Bill Payment	04/26/2024	5280	MA STRS Apr 2024	125,802.30
					0.00
Bill Payment #5213 - Amazon Capital Services(CAVA @ Maricopa)					(21.67)
	Bill	04/04/2024	1Q49-W4L1-4QY4		
	Bill	04/04/2024	1V9J-J7HJ-74GR		(100.64)
	Bill Payment	04/04/2024	5213		122.31
					0.00
Bill Payment #5278 - TinyEYE Technology Corporation(CAVA @ Maricopa)					(339.80)
	Bill	04/25/2024	INV-00528		
	Bill Payment	04/25/2024	5278		339.80
					0.00
Bill Payment #5227 - Little Ears Therapy Centers(CAVA @ Maricopa)					(60.00)
	Bill	04/04/2024	INV-00127		
	Bill Payment	04/04/2024	5227		60.00
					0.00
Bill Payment #5248 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)					(67.50)
	Bill	04/12/2024	INV-00166		
	Bill Payment	04/15/2024	5248		67.50
					0.00
Bill Payment #5258 - Beyond Blindness, Inc.(CAVA @ Maricopa)					(183.87)
	Bill	04/25/2024	INV-00137		
	Bill Payment	04/25/2024	5258		183.87
					0.00

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5240 - A1 Speech Therapy, Inc.(CAVA@MARICOPA)					(656.25)
	Bill	04/12/2024	INV-00289		
	Bill Payment	04/15/2024	5240		656.25
					0.00
Bill Payment #5267 - Kadiant, LLC(CAVA @ Maricopa)	Bill	04/25/2024	INV-00106		(670.00)
	Bill Payment	04/25/2024	5267		670.00
Bill Payment #5226 - Kadiant, LLC(CAVA @ Maricopa)	Bill	04/04/2024	INV-00098		(447.50)
	Bill Payment	04/04/2024	5226		447.50
					0.00
Bill Payment #5279 - Virtual Technologies Group(CAVA@MARICOPA)					(1,047.91)
	Bill	04/25/2024	208099		
	Bill	04/25/2024	208117		(1,047.91)
	Bill Payment	04/25/2024	5279		2,095.82
Bill Payment #5239 - Virtual Technologies Group(CAVA@MARICOPA)					(1,054.81)
	Bill	04/04/2024	207539		
	Bill	04/04/2024	207566		(2,109.62)
	Bill Payment	04/04/2024	5239		3,164.43
					0.00
Bill Payment #5257 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(625.00)
	Bill	04/25/2024	INV-00745		
	Bill Payment	04/25/2024	5257		625.00
Bill Payment #5215 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(1,656.25)
	Bill	04/04/2024	INV-00716		
	Bill	04/04/2024	INV-00731		(468.75)
	Bill Payment	04/04/2024	5215		2,125.00
					0.00
Bill Payment #5216 - Augmentative Communications Solutions(CAVA @ Maricopa)					(465.00)
	Bill	04/04/2024	021624		
	Bill Payment	04/04/2024	5216		465.00
					0.00
Bill Payment #5218 - Chase Boyle dba Snow Counseling(CAVA @ Maricopa)					(60.00)
	Bill	04/04/2024	INV-00248		
	Bill Payment	04/04/2024	5218		60.00
					0.00
Bill Payment #5260 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)					(10,200.00)
	Bill	04/25/2024	INV-00394		
	Bill Payment	04/25/2024	5260		10,200.00
Bill Payment #5220 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)					(7,198.82)
	Bill	04/04/2024	INV-00384		
	Bill Payment	04/04/2024	5220		7,198.82
					0.00
Bill Payment #5266 - Green Hasson & Janks LLP(CAVA@MARICOPA)					(2,000.00)
	Bill	04/25/2024	88639		
	Bill Payment	04/25/2024	5266		2,000.00
Bill Payment #5225 - Green Hasson & Janks LLP(CAVA@MARICOPA)					(3,650.00)
	Bill	04/04/2024	68302 - 10% Withheld		
	Bill	04/04/2024	83927 - 10% Withheld		(5,750.00)
	Bill	04/04/2024	87254		(1,350.00)
	Bill Payment	04/04/2024	5225		10,750.00
					0.00
Bill Payment #5269 - Oxford Consulting Services(CAVA@MARICOPA)					(75.00)
	Bill	04/25/2024	INV-01621		
	Bill Payment	04/25/2024	5269		75.00
Bill Payment #5230 - Oxford Consulting Services(CAVA@MARICOPA)					(100.00)
	Bill	04/04/2024	INV-01588		
	Bill	04/04/2024	INV-01594		(75.00)
	Bill Payment	04/04/2024	5230		175.00
					0.00
					(17,036.77)
Bill Payment #5271 - School Pathways LLC(CAVA@MARICOPA)	Bill	04/25/2024	140-INV6361		
	Bill Payment	04/25/2024	5271		17,036.77
					(1,537.10)
Bill Payment #5232 - School Pathways LLC(CAVA@MARICOPA)	Bill	04/04/2024	140-INV6243		
	Bill Payment	04/04/2024	5232		1,537.10
					0.00
Bill Payment #5233 - Specialized Therapy Services Inc(CAVA@MARICOPA)					(2,097.08)
	Bill	04/04/2024	INV-01173		
	Bill Payment	04/04/2024	5233		2,097.08
					0.00
					(303.75)
Bill Payment #5273 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	04/25/2024	INV-00270		
	Bill Payment	04/25/2024	5273		303.75
					(168.75)
Bill Payment #5235 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	04/04/2024	INV-00262		
	Bill Payment	04/04/2024	5235		168.75
					0.00
Bill Payment #1202 - Lauren Mercado(CAVA @ Maricopa)	Bill	04/12/2024	ISP - Fall 2023		(240.00)
	Bill Payment	04/15/2024	1202		240.00
Bill Payment #1200 - Lauren Mercado(CAVA @ Maricopa)	Bill	04/12/2024	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	04/15/2024	1200		240.00
					0.00
Bill Payment #1201 - Antonette Brown(CAVA @ Maricopa)	Bill	04/12/2024	ISP - Fall 2023 Reissue		(240.00)

K12 : SA : Full Financials CA Node : CAVAMARI
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1201 - Antonette Brown(CAVA @ Maricopa)	Bill Payment	04/15/2024	1201		240.00
					0.00
					(73.33)
Bill Payment #1203 - Ronesha Smith-Davis(CAVA @ Maricopa)	Bill	04/12/2024	ISP - Fall 2023		
	Bill Payment	04/15/2024	1203		73.33
					0.00
					(880.00)
Bill Payment #5275 - Telespeech Therapy(CAVA @ Maricopa)	Bill	04/25/2024	INV-00002		
	Bill Payment	04/25/2024	5275		880.00
					(660.00)
Bill Payment #5250 - Telespeech Therapy(CAVA @ Maricopa)	Bill	04/12/2024	INV-00001		
	Bill Payment	04/15/2024	5250		660.00
					0.00
Bill Payment #1204 - Martha Frias(CAVA @ Maricopa)	Bill	04/25/2024	ISP - Fall 2023		(240.00)
	Bill Payment	04/25/2024	1204		240.00
					0.00
Bill Payment #5254 - California Virtual Academy @ San					(92,627.00)
Diego(CAVA@MARICOPA)	Bill	04/25/2024	Intercompany Settlement Apr 24	Intercompany Settlement Apr 24	
	Bill Payment	04/25/2024	5254	Intercompany Settlement Apr 24	92,627.00
					0.00
					(240.00)
Bill Payment #5255 - Adapted Child's Play(CAVA @ Maricopa)	Bill	04/25/2024	INV-00398		
	Bill Payment	04/25/2024	5255		240.00
					0.00
					0.00
				Total	1,407,597.36

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Pitney Bowes Bank Inc Purchase Power	3,187.30
AppleOne Employment Services	2,288.19
Barrington Staffing Services	1,850.68
NCS Pearson, Inc.	697.70
Localist Corporation	571.54
Law Offices of Young, Minney & Corr, LLP	565.98
UPS	493.93
DROPBOX, INC.	447.32
FusionPlus Inc	441.72
Solution Tree	386.22
DataBasics, Inc.	243.56
Resonant Education, LLC	220.50
The Back Room Inc	202.60
Supreme Facility Services, Inc.	193.77
USA Custom Pad Corp	176.73
Document Tracking Services	173.25
De Lage Landen Financial Services Inc.	152.44
AT&T Mobility	140.96
The Boomerang Project	121.20
Comm-Core	118.84
Ontario Refrigeration	111.51
Amazon	111.23
Bill.com	110.38
Carmen Gomez Ruiz	106.01
Texthelp	104.71
Southern California Edison	102.58
UBEO Business Services	99.49
Staples	99.32
ISAFE Enterprises LLC	88.34
Simple Training, Inc.	82.96
Quill Corporation	81.15
Academic Excellence	66.88
City of Simi Valley	61.54
AEG Management Bakersfield LLC	58.18
Certified Languages International	57.00
Braille Abilities, LLC	52.85
Verizon Wireless	47.31
VistaPrint	35.96
LiveBinders, Inc	34.97
Urbane Café	34.92
Sparkletts	33.96
Costco Delivery	33.28

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Western Exterminator Company	29.40
ULINE	26.69
Waste Management	24.76
ADT Commercial	23.22
National Technical Honor Society	22.41
School Services of California, Inc.	14.72
Paper Recycling & Shredding	12.72
Crisis Prevention Institute	11.75
Pitney Bowes Global Financial Services	11.66
National Pen Co.	10.72
GrubHub - Western Bagel	8.72
Doctors Wellness Company LLC dba WellnessMart MD	7.30
Smart & Final	5.02
B&B Do It Center	3.31
City Printing Graphics	2.82
GrubHub - CVS	0.94
Grand Total	**14,505.13**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3001	March	600.00	35.34
				LLC 3002	March (3/17, 3/31)	1,200.00	70.67
	Operations and Housekeeping Services Total					1,800.00	106.01
Carmen Gomez Ruiz Total						1,800.00	106.01
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	6.36
	Office Expense		101 General	LLC 569405	March (3/14)		
				LLC 570986	April (4/4)	108.00	6.36
	Office Expense Total					216.00	12.72
Paper Recycling & Shredding Total						216.00	12.72
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				630.58	37.14
	Shipping		101 General	LLC 000073Y68E114	March (3/16)		
				LLC 000073Y68E124	March (3/23)	1,277.29	75.23
				LLC 000073Y68E134	March (3/30)	293.82	17.30
				LLC 000073Y68E144	April (4/6)	749.12	44.12
				LLC 000073Y68E154	April (4/13)	2,298.71	135.38
				LLC 000073Y68E164	April (4/20)	1,377.91	81.15
			280 SPED	LLC 0000V9159W114	March (3/16)	525.84	28.47
				LLC 0000V9159W124	March (3/23)	333.34	18.05
				LLC 0000V9159W134	March (3/30)	81.17	4.39
				LLC 0000V9159W144	April (4/6)	306.70	16.60
				LLC 0000V9159W154	April (4/13)	396.54	21.47
				LLC 0000V9159W164	April (4/20)	270.14	14.62
	Shipping Total					8,541.16	493.93
UPS Total						8,541.16	493.93
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6880833-0283-8	April	167.38	9.86
				LLC 6880850-0283-2	April	253.00	14.90
	Operations and Housekeeping Services Total					420.38	24.76
Waste Management Total						420.38	24.76
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				6,267.40	369.12
	Outside Service		101 General	LLC 43486	March (3/17)		
				LLC 43503	March (3/24)	5,502.03	324.05
				LLC 43521	March (3/31)	1,331.90	78.44
				LLC 43541	April (4/7)	4,364.56	257.05
			280 SPED	LLC 43486	March (3/17)	2,439.20	132.05
				LLC 43503	March (3/24)	2,439.20	132.05
				LLC 43541	April (4/7)	2,439.20	132.05
				LLC 43562	April (4/14)	2,439.20	132.05
			101 General	LLC 43562	April (4/14)	4,988.65	293.81
	Outside Service Total					32,211.34	1,850.68
Barrington Staffing Services Total						32,211.34	1,850.68
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional				7,500.00	441.72
	Outside Service-General		101 General	LLC INV-1009	April		
	Outside Service-General Total					7,500.00	441.72
FusionPlus Inc Total						7,500.00	441.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				7,667.50	504.42
	Legal Fees		101 General	LLC 9535	March		
			280 SPED	LLC 9535	March	1,000.00	61.56
	Legal Fees Total					8,667.50	565.98
Law Offices of Young, Minney & Corr, LLP Total						8,667.50	565.98
		51801 Professional Svcs & Outside Labor : Other Professional				13,064.28	173.25
Document Tracking Services	Outside Service-General		410 SUPP - Transcripts	LLC T-930650071	April		
	Outside Service-General Total					13,064.28	173.25
Document Tracking Services Total						13,064.28	173.25
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				803.28	47.31
	Telephone - Adminstration		101 General	LLC 9960745045	March		
	Telephone - Adminstration Total					803.28	47.31
Verizon Wireless Total						803.28	47.31
		51801 Professional Svcs & Outside Labor : Other Professional				2,820.00	57.00
Certified Languages International	Outside Service-General		320 Supp- ELD Services	LLC 74586033124	March (3/31)		
	Outside Service-General Total					2,820.00	57.00
Certified Languages International Total						2,820.00	57.00
		53801 Phone & Internet Expense : Telephone				2,017.85	118.84
Comm-Core	Communications		101 General	LLC 1085891	April		
	Communications Total					2,017.85	118.84
Comm-Core Total						2,017.85	118.84
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance				3,290.00	193.77
Supreme Facility Services, Inc.			101 General	LLC 3866	April		
	Operations and Housekeeping Services Total					3,290.00	193.77
Supreme Facility Services, Inc. Total						3,290.00	193.77
		52802 Office Supplies Expense : Office Supplies - COS				13.80	0.81
Amazon	Office Expense		101 General	112-5978316-6210662	March		
				111-3598814-2611430	March	42.89	2.53
				112-8755262-6652257	March	137.66	8.11
				112-8602987-7220247	April	42.85	2.52
				112-3889634-3128225	April	163.35	9.62
				112-4634501-6809861	April	21.33	1.26
				112-9348225-9213868	April	21.44	1.26
				112-8432746-1888267	April	146.33	8.62
				112-2409479-6906667	April	40.94	2.41
				111-5671886-5706607	April	24.94	1.47
				112-6289176-9817869	April	183.40	10.80
				113-7437502-3675465	April	804.36	47.37
				111-5945420-7601026	April	245.26	14.44
	Office Expense Total					1,888.55	111.23
Amazon Total						1,888.55	111.23
		52802 Office Supplies Expense : Office Supplies - COS				601.44	35.42
Quill Corporation	Office Expense		101 General	LLC 37558056	March (3/05)		
				LLC 37558598	March (3/05)	156.02	9.19
				LLC 38026888	April (4/3)	23.73	1.40
				LLC 38028306	April (4/3)	560.19	32.99
				LLC 38054686	April (4/3)	36.42	2.14
	Office Expense Total					1,377.80	81.15

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Quill Corporation Total						**1,377.80**	**81.15**
AT&T Mobility	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 80557846671578 032824	April	645.05	37.99
				LLC 6655229805	April	1,748.36	102.97
	Communications Total					**2,393.41**	**140.96**
AT&T Mobility Total						**2,393.41**	**140.96**
The Back Room Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional	**101 General**	LLC INV-2779	March	3,440.00	202.60
	Outside Service-General Total					**3,440.00**	**202.60**
The Back Room Inc Total						**3,440.00**	**202.60**
AppleOne Employment Services	**Outside Service**	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	**101 General**	LLC 01-6833967	March (3/9)	5,401.10	318.10
				LLC 01-6833968	March (3/9)	2,681.80	157.95
				LLC 01-6838504	March (3/16)	5,419.54	319.19
				LLC 01-6838505	March (3/16)	2,413.20	142.13
				LLC 01-6843640	March (3/23)	5,431.00	319.86
				LLC 01-6843641	March (3/23)	2,682.64	158.00
				LLC 01-6852660	April (4/6)	5,677.80	334.40
				LLC 01-6852661	April (4/6)	2,683.48	158.05
				LLC 01-6857453	April (4/13)	3,777.76	222.49
				LLC 01-6857454	April (4/13)	2,683.20	158.03
	Outside Service Total					**38,851.52**	**2,288.19**
AppleOne Employment Services Total						**38,851.52**	**2,288.19**
Doctors Wellness Company LLC dba WellnessMart MD	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional	**101 General**	LLC INV-0866	March (3/31)	124.00	7.30
	Outside Service-General Total					**124.00**	**7.30**
Doctors Wellness Company LLC dba WellnessMart MD Total						**124.00**	**7.30**
Western Exterminator Company	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 58426867	March (3/06)	249.60	14.70
				LLC 59482295	April (4/9)	249.60	14.70
	Operations and Housekeeping Services Total					**499.20**	**29.40**
Western Exterminator Company Total						**499.20**	**29.40**
Bill.com	**Dues and Memberships**	55801 Dues, Memberships & Research Svcs : Memberships	**101 General**	24046730730	April	1,381.00	110.38
	Dues and Memberships Total					**1,381.00**	**110.38**
Bill.com Total						**1,381.00**	**110.38**
Southern California Edison	**Utilities**	53302 Rent and Utilities : Utilities, CAM, and Real Estate	**101 General**	LLC 700203189681 041124	March	1,741.80	102.58
	Utilities Total					**1,741.80**	**102.58**
Southern California Edison Total						**1,741.80**	**102.58**
School Services of California, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional	**101 General**	LLC 0141352-IN	April	250.00	14.72
	Outside Service-General Total					**250.00**	**14.72**
School Services of California, Inc. Total						**250.00**	**14.72**
ULINE	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 176776294	April (4/11)	453.12	26.69
	Office Expense Total					**453.12**	**26.69**
ULINE Total						**453.12**	**26.69**
Solution Tree	**Teacher Training**	56313 Program Fees & Other Instructional : Program Fees - Professional Development	**480 SUPP - Student Training**	LLC S296713	March (3/21)	4,780.00	386.22
	Teacher Training Total					**4,780.00**	**386.22**
Solution Tree Total						**4,780.00**	**386.22**
Smart & Final	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	4232024	April	85.27	5.02
	Office Expense Total					**85.27**	**5.02**
Smart & Final Total						**85.27**	**5.02**
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	55304 Facilities & Equipment Rental Expense : Equipment	**101 General**	LLC 82362319	April	2,588.36	152.44
	Equipment Rental Expense Total					**2,588.36**	**152.44**
De Lage Landen Financial Services Inc. Total						**2,588.36**	**152.44**
DataBasics, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional	**101 General**	LLC 0813026	April	4,135.40	243.56
	Outside Service-General Total					**4,135.40**	**243.56**
DataBasics, Inc. Total						**4,135.40**	**243.56**
Pitney Bowes Global Financial Services	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 1025033067	March (3/21)	162.99	9.60
				LLC 3106620631	April (4/3)	35.00	2.06
	Office Expense Total					**197.99**	**11.66**
Pitney Bowes Global Financial Services Total						**197.99**	**11.66**
City Printing Graphics	**Printing Expense**	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	**101 General**	LLC 24-31386	March (3/11)	42.90	2.82
	Printing Expense Total					**42.90**	**2.82**
City Printing Graphics Total						**42.90**	**2.82**
ADT Commercial	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 154190298	March (3/10)	394.23	23.22
	Operations and Housekeeping Services Total					**394.23**	**23.22**
ADT Commercial Total						**394.23**	**23.22**
Ontario Refrigeration	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC GW30670M	April (4/1)	863.00	50.83
				LLC GW29903	April (4/11)	1,030.35	60.68
	Operations and Housekeeping Services Total					**1,893.35**	**111.51**
Ontario Refrigeration Total						**1,893.35**	**111.51**
Pitney Bowes Bank Inc Purchase Power	**Postage**	54301 Postage & Delivery Expense : Postage	**101 General**	LLC 8000-9090-1005-2145 031724	March (3/17)	20,195.00	1,189.40
				LLC 8000-9090-1005-2145 041824	April (4/16)	33,922.70	1,997.90
	Postage Total					**54,117.70**	**3,187.30**
Pitney Bowes Bank Inc Purchase Power Total						**54,117.70**	**3,187.30**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
		56410 Program Fees & Other Instructional : Program Fees - Non				3,500.00	220.50
Resonant Education, LLC	Non K12 Curriculum	K12 Curriculum	560 Title I	LLC 1682	February (2/23)		
	Non K12 Curriculum Total					3,500.00	220.50
Resonant Education, LLC Total						3,500.00	220.50
		52802 Office Supplies Expense :				294.27	17.33
Sparkletts	Office Expense	Office Supplies - COS	101 General	LLC 15182654 031724	March (3/17)		
				LLC 15182654 041424	April (4/14)	282.29	16.63
	Office Expense Total					576.56	33.96
Sparkletts Total						576.56	33.96
		52802 Office Supplies Expense :				3.45	0.20
Staples	Office Expense	Office Supplies - COS	101 General	LLC 3561435475	March (3/06)		
				LLC 3561503190	March (3/07)	1,552.73	91.45
				LLC 3561503191	March (3/07)	129.02	7.60
				LLC 3561570844	March (3/08)	1.14	0.07
	Office Expense Total					1,686.34	99.32
Staples Total						1,686.34	99.32
		55801 Dues, Memberships &				2,143.26	104.71
Texthelp	Dues and Memberships	Research Svcs : Memberships	280 SPED	LLC 72522	March (3/14)		
	Dues and Memberships Total					2,143.26	104.71
Texthelp Total						2,143.26	104.71
		56328 Program Fees & Other Instructional : Program Fees -				1,500.00	121.20
The Boomerang Project	School Event	School Events Expense	330 SUPP - Engagement	LLC 33451	March (3/18)		
	School Event Total					1,500.00	121.20
The Boomerang Project Total						1,500.00	121.20
		56410 Program Fees & Other Instructional : Program Fees - Non				1,058.25	66.88
Academic Excellence	Non K12 Curriculum	K12 Curriculum	330 SUPP - Engagement	LLC 457061	April (4/3)		
	Non K12 Curriculum Total					1,058.25	66.88
Academic Excellence Total						1,058.25	66.88
		56313 Program Fees & Other Instructional : Program Fees -				199.45	11.75
Crisis Prevention Institute	Teacher Training	Professional Development	101 General	LLC NAIN-039537	October (10/19)		
	Teacher Training Total					199.45	11.75
Crisis Prevention Institute Total						199.45	11.75
		55801 Dues, Memberships &				1,500.00	88.34
ISAFE Enterprises LLC	Dues and Memberships	Research Svcs : Memberships	101 General	LLC IVC12025932	March (3/26)		
	Dues and Memberships Total					1,500.00	88.34
ISAFE Enterprises LLC Total						1,500.00	88.34
Localist Corporation	Prepaid Other	13514 Prepaid Other	560 Title I	LLC 20954	June (6/1)	9,072.00	571.54
	Prepaid Other Total					9,072.00	571.54
Localist Corporation Total						9,072.00	571.54
		56410 Program Fees & Other Instructional : Program Fees - Non				310.00	22.41
National Technical Honor Society	Non K12 Curriculum	K12 Curriculum	310 SUPP – CRE	LLC 204878	April (4/2)		
	Non K12 Curriculum Total					310.00	22.41
National Technical Honor Society Total						310.00	22.41
		56410 Program Fees & Other Instructional : Program Fees - Non				9,650.00	697.70
NCS Pearson, Inc.	Non K12 Curriculum	K12 Curriculum	310 SUPP – CRE	LLC 25181691	April (4/5)		
	Non K12 Curriculum Total					9,650.00	697.70
NCS Pearson, Inc. Total						9,650.00	697.70
		56410 Program Fees & Other Instructional : Program Fees - Non				1,147.50	82.96
Simple Training, Inc.	Non K12 Curriculum	K12 Curriculum	310 SUPP – CRE	LLC 1768	March (3/19)		
	Non K12 Curriculum Total					1,147.50	82.96
Simple Training, Inc. Total						1,147.50	82.96
		56328 Program Fees & Other Instructional : Program Fees -				720.00	58.18
AEG Management Bakersfield LLC	School Event	School Events Expense	330 SUPP - Engagement	LLC 412024-1	April (4/9)		
	School Event Total					720.00	58.18
AEG Management Bakersfield LLC Total						720.00	58.18
		51817 Professional Svcs & Outside Labor : Special Education				1,080.75	52.85
Braille Abilities, LLC	Subagreements for Services	Professional Services	280 SPED	LLC 04222024	April (4/22)		
	Subagreements for Services Total					1,080.75	52.85
Braille Abilities, LLC Total						1,080.75	52.85
		53302 Rent and Utilities : Utilities,		LLC 109162-51067613		1,044.93	61.54
City of Simi Valley	Utilities	CAM, and Real Estate	101 General	70763956	April (4/10)		
	Utilities Total					1,044.93	61.54
City of Simi Valley Total						1,044.93	61.54
		54811 Computer & Maintenance				1,800.00	447.32
DROPBOX, INC.	Computer Expense	Expense : Repairs & Maintenance	753 ARP ESSER III	LLC 32538834	April (4/18)		
	Computer Expense Total					1,800.00	447.32
DROPBOX, INC. Total						1,800.00	447.32
LiveBinders, Inc	Prepaid Other	13514 Prepaid Other	560 Title I	LLC 24-13698	April (4/16)	555.00	34.97
	Prepaid Other Total					555.00	34.97
LiveBinders, Inc Total						555.00	34.97
		55304 Facilities & Equipment Rental Expense : Equipment				1,689.28	99.49
UBEO Business Services	Equipment Rental Expense	Rental	101 General	LLC 4475647	April (4/12)		
	Equipment Rental Expense Total					1,689.28	99.49
UBEO Business Services Total						1,689.28	99.49
	Program Fees & Other Instructional :	56303 Program Fees & Other				3,047.07	176.73
USA Custom Pad Corp	Miscellaneous	Instructional : Miscellaneous	101 General	LLC 87225	April (4/19)		
	Program Fees & Other Instructional : Miscellaneous Total					3,047.07	176.73
USA Custom Pad Corp Total						3,047.07	176.73
		52802 Office Supplies Expense :				148.00	8.72
GrubHub - Western Bagel	Office Expense	Office Supplies - COS	101 General	81832564-7381747	March		
	Office Expense Total					148.00	8.72
GrubHub - Western Bagel Total						148.00	8.72
		52802 Office Supplies Expense :				16.00	0.94
GrubHub - CVS	Office Expense	Office Supplies - COS	101 General	76732564-0917733	March		
	Office Expense Total					16.00	0.94
GrubHub - CVS Total						16.00	0.94
		52802 Office Supplies Expense :				610.52	35.96
VistaPrint	Office Expense	Office Supplies - COS	101 General	VP_P04V4Z5G	April		

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
VistaPrint	**Office Expense Total**					**610.52**	**35.96**
VistaPrint Total						**610.52**	**35.96**
		52802 Office Supplies Expense :				565.03	33.28
Costco Delivery	**Office Expense**	Office Supplies - COS	**101 General**	1105375741	April		
	Office Expense Total					**565.03**	**33.28**
Costco Delivery Total						**565.03**	**33.28**
		52802 Office Supplies Expense :				182.01	10.72
National Pen Co.	**Office Expense**	Office Supplies - COS	**101 General**	ONJK5KC-51H79-3U4	April		
	Office Expense Total					**182.01**	**10.72**
National Pen Co. Total						**182.01**	**10.72**
		52802 Office Supplies Expense :				56.27	3.31
B&B Do It Center	**Office Expense**	Office Supplies - COS	**101 General**	4212024	April		
	Office Expense Total					**56.27**	**3.31**
B&B Do It Center Total						**56.27**	**3.31**
		52802 Office Supplies Expense :				592.87	34.92
Urbane Café	**Office Expense**	Office Supplies - COS	**101 General**	117865	April		
	Office Expense Total					**592.87**	**34.92**
Urbane Café Total						**592.87**	**34.92**
Grand Total						**246,438.48**	**14,505.13**

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT # 06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 17, 2024

SUBJECT: Approve Re-allocation of Special Education Funding for Fiscal Year 2023-24.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Maricopa approve the attached resolution to reallocate base special education funding for 2023-24.

BACKGROUND:
El Dorado County Charter SELPA's special education funding allocation plan authorizes California Virtual Academies to change the distribution of state and federal base special education funding to charter LEAs within its authority.

BUDGET IMPLICATIONS:
California Virtual Academy at Maricopa will re-allocate $250,000 of its base special education funding to Insight School of California.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

PRESENTED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

RESOLUTION TO REALLOCATE INCOME FOR FISCAL YEAR 2023-24
FOR
California Virtual Academy at Maricopa

WHEREAS: The board of California Virtual Academy at Maricopa resolved on June 17, 2024 to allow state and federal base special education funding to be reallocated among the charters under the authority of the organization named below; and

WHEREAS: It has been deemed appropriate at this time to reallocate special education income pursuant to this authority.

THEREFORE BE IT RESOLVED: That by October 1, 2024 the income reallocation specified below occur.

SELP Member Charter Names	CDS#	A	B	C	D
		Original State Income Allocation	Adjusted State Income Allocation	Original Federal Income Allocation	Adjusted Federal Income Allocation
California Virtual Academy at Fresno	10-62331-0137661	1,150,621	1,075,621	190,340	190,340
California Virtual Academy at Kings	16-63875-0112698	470,637	395,637	87,936	87,936
California Virtual Academy at Maricopa	15-63628-0137687	1,015,928	765,928	181,659	181,659
Insight School of California	15-63628-0127209	300,417	700,417	49,193	49,193
TOTALS		2,937,603	2,937,603	509,128	509,128

Voice Vote:

Ayes: 3 No: 0

Date: 6/17/2024

Certification of Board Secretary: _____

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					X
Devon Freitas	X				X	
Carly Parker	X					

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT #08

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 17, 2024

SUBJECT: 2023-2024 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at Maricopa ratify the following 2023-2024 Employment Agreements and Terminations.

BACKGROUND:
California Virtual Academy at Maricopa offered contracts to teachers to meet the enrollment demands of the 2023-2024 school year.

New Hires:
- **None**

Terminations/Resignations:

Last Name	First Name	Title	FTE
Rountree	Lisa Marie	Teacher, Elementary	1.0
Sabbatini	Lorna	Teacher, Elementary	1.0

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:
It is recommended the Governing Board:

1. Ratify the 2023-2024 Terminations

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas	X					X
Carly Parker	X				X	

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA

GOVERNING BOARD

APPROVED

BOARD REPORT #09

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

June 17, 2024

SUBJECT: Parent Student Handbook for 2024-2025 School Year

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Maricopa approve the Parent Student Handbook for the 2024-2025 School Year.

BACKGROUND: The Parent Student Handbook has been updated to reflect changes as noted on the Summary of Changes document. This handbook is updated annually to reflect accurate dates and information. These updates are needed to convey necessary information to students and families and provide clarity on school policies and procedures.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

Review and approve the Parent Student Handbook Updates.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** __6/17/2024_____

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X				X	
Devon Freitas	X					X
Carly Parker	X					

Parent Student Handbook
24-25 SY updates
Request for Changes

Page Number	Section	Section Header	Updates requested
	General		Updated dates and years for the upcoming school year Fixed typos, grammatical mistakes
14	General	Enrollment Requirements	• High School students must maintain a course load of at least 30 credits each semester. All high school students must be enrolled in a minimum of 6 courses in addition to online learning, with the exception of high school seniors who meet criteria to reduce course load by 10 credits.
16	General	Admission	Change TK enrollment cut-off to meet new ed code June 2nd.
23	General	Roles and Responsibilities	ADD to Learning Coach: • I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant privacy by recording the session on a personal device.
31	General	Dress Standards	ADD: HS Graduation Attire Expectations: • Attire must adhere to school dress code and be suitable for the occasion (business casual/ formal or professional). • Graduates must wear a cap and fully zipped gown in designated color. • Medallions and cords earned through California Virtual Academies for board approved honors and program participation may be worn with the graduation gown. • Personal stoles, sashes, or other unapproved items worn over the gown or around the neck are not permitted during the ceremony. • Leis and cap decorations are allowed if they do not distract, obstruct view, create mess, or feature inappropriate content.
35	General	Complaint and Reporting Procedure	All staff, upon personal knowledge of an incident of sexual or gender-based harassment, are obligated to report it to the Director and Title IX Coordinator~~, or~~ If the harasser is the Director, the "Bullying and Harassment Incident Reporting Form" ~~report~~ shall be made to the Head of Schools. Failure to

			do so is a violation of this policy. Failure of staff to report student allegations of sexual or gender-based harassment within three (3) school days is a violation of this policy.
47	Intervention and Special Programs	504	Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. California Virtual Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

			Click here for a LINK TO FEDERAL OR STATE DOE 504 INFORMATION for more information related to Section 504 of the Rehabilitation Active of 1973. Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request. Please reference additional information on revoking consent from the California Department of Education here. If you have questions about Section 504, or if you believe that the school is not in compliance with the regulations of Section 504, contact the 504 Coordinator for California Virtual Academies at (805) 581-0202.
55	General	Compass Overview	COMPASS OVERVIEW The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement, or who are in a crisis due to a lack of resources or social-emotional issues. The goal is to improve student engagement through relationship-based interventions ~~which are developed collaboratively with staff, students, learning coaches, and teachers.~~ that are aligned with CAVA's Social-Emotional Learning Benchmarks and Learning Targets.
55	General	Accessing Compass Support	ACCESSING COMPASS SUPPORT Students identified as those who could benefit from working with Compass will be offered support sessions via the online school platform. If you are interested in additional support for your student, please discuss your concerns with your student's General Education or Homeroom Teacher first. Requests for Compass support are reviewed individually, with placement determined by each student's individual needs. ~~If your student is struggling, please reach out to your student's General Education or Homeroom Teacher to discuss your concerns and your student's needs. Student support requests are reviewed individually to determine the best placement, and students will be assigned to a Compass staff~~

			~~member based on specific needs.~~
52	General	English Language Development	ADD: The California Virtual Academies' English Language Development (ELD) Department will increase English proficiency of English Learners (ELs) and support ELs in meeting academic achievement standards by providing a high quality, effective language instructional program. The California Virtual Academies' ELD program model is Structured English Immersion (SEI), or a classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. ▪ All English learners are provided with *Designated* AND *Integrated* ELD instruction. *Integrated* ELD is the teaching of language development and literacy throughout the entire day and across all subject areas. The focus is on accessing and learning content standards. During Integrated ELD, the content standards are the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction. *Designated* ELD is the teaching of language during a protected time within the school day. The focus is on acquiring English language proficiency in reading, writing, listening, and speaking using the ELD standards at each student's instructional proficiency level. The ELD Department provides *online* Designated ELD classes for EL students in TK-12th grades with lessons that target the appropriate ELD standards (see the ELD standards and descriptions for California). Designated ELD classes are small-group and goal-based, and attendance is required.
53	General	Response to Intervention/ Student Study Team *Change section header to MULTI-TIERED SYSTEM OF	~~RESPONSE TO INTERVENTION/STUDENT STUDY TEAM~~ MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

		SUPPORTS (MTSS)	~~The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to intervention (RTI) process to improve the student's performance. The response to the intervention process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the response to the intervention process is designed to increase support to improve long-term academic success. This process starts with in-depth screening to identify specific areas of need for students.~~ A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At California Virtual Academies, our MTSS frameworks: 1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels; 2. Help to organize resources, supports, and staff to serve students; 3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously; 4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students; 5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and 6. Ensure students get the support they need when they need it. Each department has its own MTSS framework that includes the following critical components: • <u>Universal Screener:</u> A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively. • <u>A Multi-Level Prevention and Intervention System:</u> o Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards. o Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in

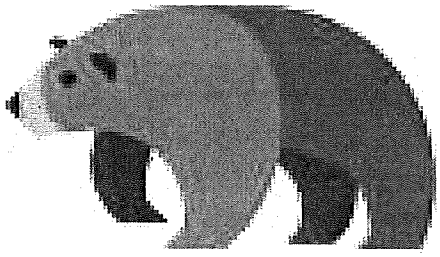
			mastering grade-level essential targets and immediate prerequisite skills. o Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills. • Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law). • Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports. Each grade span department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to: • Determine the specific learning needs of each student in need of intensive support; • Diagnose the causes of the student's struggles in Tier 1 and Tier 2; • Determine the most appropriate interventions to address the student's needs; • Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and • Revise the student's interventions when he or she is not achieving the desired outcomes. The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral ~~challenges~~ needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Newrow, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need ~~weaknesses~~. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral

			concerns regarding your student, please let your teacher know. ~~Interventions~~ ~~California Virtual Academy offers student-specific, individualized interventions for all students in need of support. Your student will receive research-based support and strategies, particularly in areas where your student is struggling.~~
56	General	State Standardized Tests	English Learners: English Language Proficiency Assessments for California (ELPAC) ~~Students whose primary language is a language other than English will take the ELPAC annually until they are reclassified as English Language Proficient.~~ The ELPAC is the state assessment used to determine the English language proficiency of students whose primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians can not opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis. THE FACULTY ADMINISTERS STANDARDIZED TESTS VIRTUALLY (WHEN ALLOWED BY THE STATE) OR AT FACILITIES LOCATED WITHIN A REASONABLE DRIVING DISTANCE OF THE STUDENT'S ADDRESS ON RECORD. TO MAINTAIN ENROLLMENT AT CAVA, THE PARENT MUST MAKE THE STUDENT AVAILABLE FOR FEDERAL AND STATE TESTING AS NEEDED (PLEASE REFER TO THE ENROLLMENT REQUIREMENTS SECTION FOR MORE INFORMATION). A TESTING SCHEDULE IS PROVIDED IN OUR SCHOOL CALENDAR, WITH INDIVIDUAL STUDENT TESTING INFORMATION BEING COMMUNICATED BY THE STUDENT'S ASSIGNED TEACHER AS THE TESTING WINDOW APPROACHES. TRAVEL PLANS WILL NOT BE APPROVED DURING THE STATE TESTING WINDOW.
58	General	Work Permits	~~A teacher may request a Work Permit be canceled before the next grade check if a student is not attending school or completing classwork.~~
61	Elementary	Elementary Courses	Offerings include Spanish, ~~French,~~ and Chinese Spotlight on Music is being changed to Music ED
63	Elementary	Accelerated Course Level Changes	Assessment data is used to make decisions that support and expand learning, and parents/learning coaches work with teachers collaboratively to ensure each student is provided with rigorous intellectual work that may include ~~honors~~

			projects, individualized assignments, and other differentiated instructional components. ADD: • Students are able to demonstrate grade-level proficiency on all current grade level essential common core state standards.
64	Elementary	Retention	ADD: Any recommendation for student retention must involve the student's academic team, which may include the legal guardian and one or more of the student's teachers, curriculum specialists, and school administrators.
71	Elementary	Academic Conferences	~~Academic conferences will take place, at a minimum, 3 times each school year.~~ Academic conferences will occur upon enrollment, at the end of Quarter 1 and end of Quarter 3.
74-75	Middle School	Middle School Courses	Updated: Middle School Elective Options
75	Middle School	Careers Technical Education (CTE) in Middle School	ADD: • CAR 015 PBL AV, Art, Communications Explorations (10 HS Credits)
76	Middle School	California Healthy Youth Act	ADD: In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the Fall or Spring semester as a part of the 8th-grade science course.
76-77	Middle School	Instruction	ADD: • Individual instruction, as assigned by the teacher
77	Middle School	MS Parent-Teacher Academic Conferences	ADD: These conferences are focused on the student's academic performance, opportunities for improvement, and strengths, as well as building relationships between the parent, student, and teacher. The conferences offer time for the parents to voice any concerns, obtain enrichment or remediation strategies, and review student's progress in grade-level content standards and coursework. • Celebrate academic growth and success. • Review assessment data • ~~Review goals met and create new goals to achieve.~~

			~~• Goal(s) that are not met will be reviewed, and a plan will be developed together to support the student in meeting the goal(s)~~ • Review student academic goals and collaborate on extensions to goals or develop support plans to meet goals. ~~• Review the work completed by your student~~ • Review student's course assignments and progress. • Provide additional academic support if your child is not meeting requirements. ~~○ If a student is not meeting expected requirements, an academic plan will be created for the coming learning period and quarter~~ • Assign work for the next learning period. • Conduct assessments in core subjects, as needed.
93	High School	Career and College Prep	All students who participate in CAREER AND COLLEGE PREP @ CAVA will complete ~~the Business and Marketing Explorations course to meet the Career Education graduation requirement.~~ a careers exploration course that meets the Career Education graduation requirement.
94	HS	Industry Sectors and Pathways.	~~International Business pathway~~
94	HS	Industry Sectors and Pathways.	~~Professional Sales and Marketing pathways~~
94	HS	Industry Sectors and Pathways.	~~Systems Programming and Web and Social Media Programming pathway~~
94	HS	Industry Sectors and Pathways.	~~Public and community Health: Sports Medicine pathway~~
94	HS	Industry Sectors and Pathways.	~~Production and Managerial Arts: Game Design and Integration pathway~~
94	HS	Industry Sectors and Pathways.	~~Hospitality, Tourism, and Recreation Industry Sector AND Hospitality, Tourism, and Recreation pathway~~
94	HS	Industry Sectors and Pathways.	ADD Public Services Industry Sector
94	HS	Industry Sectors and Pathways.	ADD Legal Practices pathway under Public Services pathway

95	HS	Career & College Prep @ CAVA Concurrent Enrollment	~~In addition, any course taken outside the CAREER AND COLLEGE PREP @ CAVA through concurrent enrollment must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence.~~
104	High School	HIGH SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)	Some examples of this include: (please include the following bullet on this list) • Using AI to artificially produce work and claim it as one's original assignment.
105	High School	HIGH SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)	Avoiding Plagiarism: Please include in the third paragraph: If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. This also includes information generated and created for you from an AI resource. To avoid plagiarism with AI use, students should research further and find what sources the AI generator is using to create the work and cite the sources used. If students are unsure whether he/she should cite, he/she is encouraged to cite.
112	Appendix 2		Add: • For an immediate, life-threatening emergency call 911
115	Appendix 2		Current title: "Mental Health Referral Process" Change to: "Educationally Related Mental Health Services Referral (Special Education only)"
116	Appendix 3		Updated Bullying and Harassment Form



CALIFORNIA VIRTUAL ACADEMIES™

California Virtual Academies
Parent/Student Handbook
2024-2025

California Virtual Academies
50 Moreland Dr.
Simi Valley, California 93065
Tel: (805) 581-0202
Fax: (805) 581-0330
https://cava.k12.com/

Policies and procedures listed in this handbook may be changed at the discretion of CAVA without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed.

This Parent-Student Handbook and all policies herein were reviewed and approved by the charter school board in June 2024.

Welcome to the California Virtual Academy 7

The California Virtual Academy: An Overview 8

Our Mission Statement *8*

Our Vision Statement *8*

Collective Commitments *8*

CAVA School-Wide Learner Outcomes *9*

2024 – 2025 SCHOOL CALENDAR 11

Enrollment 12

Fees *12*

ENROLLMENT REQUIREMENTS *13*

GENERAL INFORMATION 16

Notice of Language Assistance Services for Parents *16*

Independent Study Master Agreement (ISMA) *16*

Admission *16*

Immunizations *16*

Physical Examinations *17*

The Stride Curriculum (K12 curriculum) *17*

The Online School (OLS) *17*

Objectionable Materials *18*

Confidentiality *18*

Family Educational Rights and Privacy Act (FERPA) *18*

Protection of Pupil Rights Amendment (PPRA) *20*

Roles and Responsibilities *22*

Change of Contact Information *24*

Classroom Teacher Assignments *24*

Attendance *25*

Non-Compliance Policy *26*

Code of Conduct *29*

Dress Standards *30*

Discipline *31*

Seclusion and Behavioral Restraint *33*

Network Etiquette *33*

Gender Identity and Expression *34*

Harassment and Bullying prevention Policy *34*

Hate Motivated Behavior and Hate Crime Reporting Procedure 37
Internet Service Provider (ISP) Policy 39
Computer Policy 39
Student Computer and Network Guidelines 39
Title I School 40
Video Conferencing Guidelines 40
Internet Safety Policy 41
Access to Inappropriate Material 41
Inappropriate Network Usage 41
Supervision and Monitoring 41
Married/Pregnant/Parenting Students 41
Virtual Classroom 43
School Activities 43
Parent And Family Engagement Policy 44
School Information and Updates 44
School Safety Plan 44
Support Matrix 45
Title IX – Non-Discrimination 45
Migrant Education Program 47
Section 504 of the Rehabilitation Act of 1973 47
Grievance Policy and Procedure 48
Uniform Complaint Procedures 48
McKinney-Vento 49
Students in Foster Care 49
Materials and Computer Equipment 50
Live Instruction 50
Special Education 51
English Language Development 52
Multi-Tiered system of supports (MTSS) 53
Support Staff 54
Compass Overview 55
Student Records 55
State Standardized Tests 56
School Communication 57

Withdrawals 57
Work Permits 58
CAVA Elementary (TK-5th Grade) Program Information 61
Course Level Placement 61
Elementary Courses 61
Physical Education 62
Progress in Coursework 62
Accelerated Course Level Changes 62
Promotion and Retention 63
Promotion 63
Retention 64
Acceleration: Mid-Year Promotion 65
Mid-Year Enrollment 67
Advanced Learners Program (ALP) 67
Elementary Grading Policy and Rubric 68
Grade Appeal Policy 68
Student Assessment 70
Live Instruction 70
Academic Conferences 71
Student Work Portfolios 71
Elementary Academic Integrity (Dishonesty and Plagiarism) 72
CAVA Middle School (6th-8th Grade) Program Information 74
Middle School Vision 74
Course Level Placement 74
Middle School Courses 74
Physical Education 76
California Healthy Youth Act 76
Intensive Academic Support 76
Mid-Year Enrollment 76
Instruction 76
Middle School Parent-Teacher Academic Conferences 77
Middle School Student Assessment 77
Individualized Learning Plans (ILPs) 78
Progress in Courses – Assigned Work 78

Student Work Portfolios 79
Late Work 79
Middle School (6th – 8th grade) Grading 79
Report Cards and Progress Reports 81
Grade Appeal Policy 81
Grade Level Promotion/Retention 83
Promotion 83
Retention 84
Acceleration: Mid-Year Promotion 85
Middle School Academic Integrity (Dishonesty and Plagiarism) 87
Advanced Learners Program (ALP) 88
Honors Program 89
Foundations Program 89
CAVA High School Information 90
Graduation Requirements 90
Academic Programs 92
Career and College Prep 93
Differential Graduation and Competency Standards for Individuals with Exceptional Needs 96
Online Learning Course 96
Math Placement Policy 96
High School Physical Education 99
Progress in Classes 100
Class Connect Expectations 101
Alternatives to Earn Credit 101
Late Work 101
High School Grading Scale 101
Grade Appeal Policy 102
High School Academic Integrity (Dishonesty and Plagiarism) 104
Change in Class Schedule 106
Course Change Deadline 106
CAVA2College Dual Enrollment Program 106
Concurrent Enrollment Policy 107
Policies and Requirements for Concurrent Enrollment 107
Steps for High School Concurrent Enrollment 108

College Admission Requirement *108*
High School Counselors *109*
Free Application for Federal Student Aid (FAFSA) *109*
School Achievements and Awards *110*
Release of Liability **111**
Appendix 1: **112**
Youth Suicide Prevention *112*
Appendix 2 ..... **113**
Appendix 3 ..... **114**
Bullying and Harassment Incident Reporting Form *114*

WELCOME TO THE CALIFORNIA VIRTUAL ACADEMY

Welcome to the California Virtual Academy (or CAVA, as we like to say!). This handbook will help you begin and continue your relationship with our school. CAVA faculty and administration members developed this handbook with input from students and their families. Its purpose is to clarify expectations, which is an important step at the beginning of any new relationship.

The California Virtual Academies are a unique form of public charter schools. Thus, most of the time, we will work together remotely. Over the many years of successfully collaborating with our dedicated students and families, we have discovered that two-way regular communication, a shared understanding of expectations for all, and standing by our mutual commitments are necessary to ensure academic achievement for our students and build trust within our school and community. We compiled this handbook in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the California Virtual Academies offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

California Virtual Academy
50 Moreland Dr.
Simi Valley, California 93065
https://cava.k12.com/
Tel: (805) 581-0202
Fax: (805) 581-0330

California Virtual Academy does not discriminate based on age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry, or marital status, in any of its policies, procedures, or practices. Concerns or questions can be directed to April Warren, Head of School.

THE CALIFORNIA VIRTUAL ACADEMY: AN OVERVIEW

The California Virtual Academies are a network of public charter schools. We have nine schools in the state of California. CAVA serves students in grades TK-12. Each of our schools serves students in the county where the charter was authorized and any county adjacent to it. Today, we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in California.

Each of our schools is a public charter school funded by state tax dollars and governed by California charter schools, independent study, and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members passionate about providing additional educational options to the students of California. The Board of Directors has entered into an educational products and services contract with K12, Inc., a Virginia-based education curriculum company.

Parents can access our School Accountability Report Card by visiting the website: https://cava.k12.com/resources/school-accountability-report-card.html. Hard copies are available upon request through the CAVA office.

Our school office is in Simi Valley, California, and some of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the faculty work from their homes and live within driving distance of the students in their class whenever possible, thus enabling them to build a local school community in their area.

OUR MISSION STATEMENT

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

OUR VISION STATEMENT

We offer students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

COLLECTIVE COMMITMENTS

- Facilitate meaningful connections & partnerships between students, parents, and all California Virtual Academies staff to achieve academic goals and foster social and emotional growth;
- Engage in professional learning through collaborative practices;
- Empower our students to become critical thinkers and take responsibility for their learning;
- Develop and implement innovative teaching practices and strategies for learning;
- Honor and celebrate the diversity in our schools;

CAVA School-Wide Learner Outcomes

California Virtual Academies are schools where we **Engage**, **Connect**, and **Grow**.

CAVA Students are Engaged Learners who:

- Grow academically in the areas of Mathematics, Reading, Language Arts, and Writing;
- Integrate effective technology and multimedia resources to expand their knowledge base and enhance their commitment to lifelong learning;
- Take an active role in their education and decision-making to increase self-sufficiency by developing lifelong learning skills.

CAVA Students are Critical Thinkers who:

- Are exposed to grade-level curriculum and master essential standards;
- Express concepts and ideas in a variety of forms, demonstrating a depth of knowledge and understanding;
- Graduate on time, are college/vocational ready, and prepared to be contributing members of society.

CAVA Students are Global Citizens who:

- Appreciate the value of diversity;
- Demonstrate an awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century.

The CAVA Faculty

We believe a collaborative relationship between you and your assigned California Virtual Academy teacher is at the heart of a positive learning environment. Each teacher has a laptop computer, access to the K12 curriculum materials, and professional development. Your California credentialed teacher has a wealth of knowledge and thus should be your first point of contact for all questions. Your teacher has the following responsibilities:

- Maintain regular office hours (8:30 am – 4:00 pm);
- Help students, learning coaches, and parents use the Online School;
- Loan students necessary K12 curriculum materials as available/needed;
- Help learning coaches with daily instruction for students using the K12 curriculum as appropriate;
- Conduct regular conferences with parents and students to discuss academic progress;
- Conduct in-person and virtual meetings with students, learning coaches, and parents;
- Regularly collect and review student work and provide constructive feedback;
- Respond to all emails and telephone calls within 24 hours (during normal business hours);
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled;
- Inform students, learning coaches, and parents of school updates/information;
- Host school outings or sponsor school enrichment opportunities;
- Administer state-mandated assessments;
- Provide encouragement and support in all areas of student learning and achievement;
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs;

- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery;
- Model best practices to support daily student instruction;
- Provide individualized instructional support for students who may be struggling, need enrichment, etc.

2024 – 2025 SCHOOL CALENDAR

First Day of School	August 15, 2024
Labor Day	September 2, 2024
Columbus Day	October 14, 2024
End of Quarter 1	October 18, 2024
Veteran's Day	November 11, 2024
Thanksgiving Break	November 22 – 29, 2024
Winter Break	December 23 – January 3, 2025
School Resumes	January 6, 2025
End of Quarter 2/Semester 1	January 17, 2025
Martin Luther King's Day	January 20, 2025
Teacher In-Service Days (student non-instructional days)	January 21 – 24, 2025
First Day of Semester 2	January 27, 2025
End of Quarter 3	March 28, 2025
Spring Break	April 14 – 21, 2025
CAASPP Testing (State Testing)	April 28 – May 30, 2025
Memorial Day	May 26, 2025
Last Day of School	June 6, 2025

ENROLLMENT

The California Virtual Academy is a public school of choice.

CAVA's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the California Virtual Academy. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at https://cava.k12.com/ call our school office at (805) 581-0202, or send an email to info@caliva.org.

There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition, or gender. CAVA provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach," present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are met. Learning coaches are not required to be fluent in English.

Questions regarding the status of your enrollment should be directed to the CAVA offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA), however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure the proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the California Virtual Academy and will result in a withdrawal. This does not include college-level coursework. Please refer to the enrollment requirements.

FEES

The Governing Board of California Virtual Academy recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity that constitutes an integral fundamental part of the educational program. Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

ENROLLMENT REQUIREMENTS

California Virtual Academy is a full-time independent study program (school) offered to students in grades TK-12 who reside in one of the counties CAVA serves. We use the Stride curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until a Master Agreement is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at https://cava.k12.com, call our school office at (805) 581-0202, or send an email to info@caliva.org.

Parents wishing to enroll their children in CAVA must:

- Complete the application and provide the required documents to the office within 30 days.
- All information on the application must be true and correct. If misrepresentations are made, or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure the student is only enrolled in CAVA and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Provide a learning coach who agrees to continuously supervise and engage in the academic support of the student during regular school hours.
- Have a working phone number, email account, and internet access at all times while enrolled.
- Ensure that the student is in good standing with the previous school district.
- Understand and agree that students will be enrolled in their age-appropriate grade level unless the previous school has officially approved retention or double promotion.
- Understand and agree that the student's educational program will be at the direction of the assigned CAVA teacher(s), and lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.

To maintain enrollment in CAVA parents agree to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing CAVA assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions and in-person assessments, as assigned, and abides by all enrollment requirements.
- Inform CAVA of any changes in contact information within 48 hours (email, phone, and physical address)

- Attend all scheduled meetings (phone, in-person, and online) with CAVA teachers or staff; meeting requirements vary in manner, frequency, and duration based on the grade and needs of the student.
- Students are required to participate in face-to-face conferences with teachers and school staff, via in-person meetings or two-way video conferencing, which requires the use of a webcam.
- Be available during regular school hours and CAVA working hours to meet with teachers and staff.
- Maintain a learning log, when work is completed offline, to be provided to the teacher upon request, adhering to the attendance policy in the Parent/Student Handbook.
- Abide by the official school calendar.
- Ensure the student will reside in California and request and receive approval for a travel plan from the CAVA teacher two (2) weeks before any extended family travel out of the state (more than one week/5 school days).
- Submit completed assignments and work samples to the teacher by given due dates.
- Ensure the child is participating appropriately in the instructional program which may include:
    - Completing and submitting all assigned work.
    - Participating in live Class Connect sessions.
    - Attending and completing all assigned assessments (in-person and virtual).
- High School students must maintain a course load of at least 30 credits each semester. All high school students must be enrolled in a minimum of 6 courses in addition to online learning, with the exception of high school seniors who meet criteria to reduce course load by 10 credits.
- Work in partnership with the assigned teacher(s) to identify and support the student when academic issues arise.
- Make the student available for federal and state testing as needed.
- Respond to all calls and emails from the teacher or staff within 48 hours via phone or email and complete all forms as requested.
- Treat teachers and staff with respect. This includes but is not limited to:
    - Refrain from using rude language (including profanity, yelling, or badgering).
    - Refrain from threatening teachers and staff.

"Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the California Virtual Academy for the remainder of the current academic year and one academic year following."

**Parents and guardians retain all rights under CA education code 60615: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or

her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

GENERAL INFORMATION

NOTICE OF LANGUAGE ASSISTANCE SERVICES FOR PARENTS

California Virtual Academy provides families with free language assistance services concerning information about school programs and activities. All parents and guardians of CAVA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

REQUESTING AN INTERPRETER

California Virtual Academy has contracted an over-the-phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services promptly.

INDEPENDENT STUDY MASTER AGREEMENT (ISMA)

California independent study regulations require that any student enrolled in the California Virtual Academy have a signed Independent Study Master Agreement (ISMA) on file for each year they are enrolled. The student, the parent/guardian, and the CAVA teacher(s) must sign the ISMA. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher(s) to ensure that your child's ISMA is signed promptly. Failure to provide a signed ISMA before each school year will result in your child's withdrawal from our program due to this state requirement.

ADMISSION

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and June 2.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

Students will be admitted into the grade level based on their age or previous public-school records. CAVA does not retroactively retain or double-promote students upon enrollment.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his or her IEP.

IMMUNIZATIONS

California law requires that an immunization record be presented before a child can be enrolled in school. The school requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis

- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Current California law allows students who do not have complete immunizations to enroll in CAVA. The school is required to collect and report immunization information for all newly enrolled students and students entering 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

PHYSICAL EXAMINATIONS

All students are to have completed a health screening examination, which includes a hearing and vison screening, on or before the 90th day after the student's entrance into first grade, or such students must have obtained a waiver under Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. CAVA recommends that children undergo a yearly speech, hearing, and eye examination.

THE STRIDE CURRICULUM (K12 CURRICULUM)

The California Virtual Academy students use the Stride curriculum as its foundational coursework. This curriculum was developed and is maintained by K12, Inc. of Virginia. The school has selected the Stride curriculum for its superior quality and the fact that it meets and exceeds the Common Core State Standards. The curriculum covers six subject areas in grades TK-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available in CAVA's High School program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks, etc. For more information about the Stride curriculum, please visit www.k12.com.

THE ONLINE SCHOOL (OLS)

The Online School is a critical component of the internet-based CAVA program. The Online School provides a portal for parents to access daily assignments and course content, track their

student's progress and grades, maintain contact with their teacher (via email), submit student work, and more.

Students will also access live and recorded instructional sessions through the Online School. These sessions may be required as assigned by the teacher and identified on the student's quarterly assignment path.

Access to the Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolled students will create a username and password during the online enrollment process. Returning parents/students will use the same username and password from the prior school year.

Objectionable Materials

There may come a time when you find certain lessons in a unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to Stride/K12 directly using the feedback button on the Online School.

Confidentiality

Every effort is used in maintaining the confidentiality of students attending the California Virtual Academy. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by CAVA. Student files are accessible only to employees of CAVA who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K12® Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the Online School to change their username and password. Also, parents are advised to avoid using personal information in emails. For example, using a student's first initial is preferred to using a student's first name.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the California Virtual Academy receives an access request.

   According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of a California Virtual Academy administrative staff member. The school will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.

   Education Code Section 56043(n): *" The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or*

in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask California Virtual Academy to amend a record should submit this request in writing to the Director clearly identifying the part of the record they want to be changed and specifying why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   Exceptions that permit disclosure without consent include 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, consultant, or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 2) Disclosure to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. 3) Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent unless the parent or eligible student has advised the school in writing that you do not want all or part of the directory information disclosed. If you do not wish to have directory information disclosed, please submit your request in writing to admin@caliva.org.

   These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Directory information includes a student's name, telephone listing, student and/or parent electronic mail address, address, grade level, participation in officially recognized activities and sports, and degrees, honors, and awards received.

Examples of when directory information may be disclosed include:

- Shipment of computer and school materials to and from the student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications
- School Directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include those who conduct educational business with the school (including but not limited to California Colleges.edu, CSAC for CalGrants, and UC ELC program). Also, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the California Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students and students who are 18 years of age or older ("eligible students") certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The California Virtual Academies have adopted these policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.

- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

ROLES AND RESPONSIBILITIES

The following information outlines some of the roles and responsibilities. It is not meant to be an exhaustive list.

Parent/Legal Guardian

Parents and legal guardians hold educational rights and are responsible for all academic decisions.

- Sign the Independent Study Master Agreement to initiate enrollment before the student begins school.
- Provide current contact information, including phone, email, and address, and update the school with any changes to contact information within 48 hours of the change.
- Ensure the student continues to meet all enrollment requirements.
- Secure an Internet Service Provider and ensure student continually has access to the Online School.
- Complete the Back to School Packet annually.
- Attend all scheduled academic conferences and IEP meetings to make educational decisions.
- Act as or designate a responsible adult as the student's learning coach.
- Respond to all school communication within 48 hours and interact respectfully with school staff.
- Ensure student participation in required state testing.

Learning Coach

The California Virtual Academy requires that a responsible adult is at home during school hours to supervise the instruction of each student. The responsible adult may be the parent or an adult designated by the parent that the school refers to as a "learning coach." As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.

As a learning coach at CAVA, you agree to the following expectations:

- I accept the responsibility to supervise the student in using the Stride/K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the Stride/K12 curriculum with the student.
- I understand that adequate and continuing student progress (completing assignments) is an expected part of the CAVA program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher. I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student after the student's schedule is provided each semester. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant privacy by recording the session on a personal device.

Students

CAVA students are engaged in school daily, respectful, and kind to staff and fellow students.

- Attend and participate in all required instructional sessions.
- Complete all lessons in the online school as assigned, as well as teacher-assigned projects.
- Submit work by due dates as requested by the teacher.
- Adhere to all school rules including the Code of Conduct and Network Etiquette requirements as outlined in this Parent Student Handbook.
- Be respectful to all students and staff.
- Be present and on camera during academic conferences, proctored assessments, and instruction.
- Self-advocate in a grade-level appropriate manner. Ask for help from teachers, counselors, and other school staff.
- Share ideas and participate in the school community.

Administrators

CAVA students are supported by a network of administrators that includes the teacher's lead, campus principal, and department director, as well as supporting department administrators. Each staff member collaborates to ensure students, parents, and staff are supported and successfully engaging in the online school environment.

- Communicate school policies and programs with all stakeholders including staff, parents, learning coaches, and students.
- Monitor campus and schoolwide student progress, attendance, and adherence to school policies.
- Collaborate with staff, families, and community members on strategic plans.
- Return all communication within 24 hours.
- Meet with learning coaches and students to provide support in meeting academic goals and ensuring compliance with enrollment requirements.
- Ensure standards-based instruction is provided to all students within our programs.
- Ensure daily attendance and engagement of students.
- Connect with families and students through phone calls, emails, visits to classrooms, and attendance at events.

Change of Contact Information

Please notify your teacher should your contact information change and provide proof of residence for your new address to be submitted to the CAVA office. Your teacher will notify the CAVA office, and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address or phone number change.

Classroom Teacher Assignments

We make all attempts to honor parent requests for classroom teacher assignments, within the first 2 weeks of the semester. If you have a special circumstance you would like to discuss, please contact the school administrator or principal.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from a CAVA school other than the student's school of enrollment.

OLS Account - Learning Coach (LC) Account Set-Up

Once a student is approved for enrollment, the Learning Coach will receive the Registration Email from Registration@k12.com to complete the Learning Coach and student(s) account setup process. This email is usually received within 24 – 48 hours after a student has been approved and includes all the information needed to complete the Account Setup process. For step-by-step help, click HERE.

Create Your Student Accounts

Immediately after setting up the Learning Coach Account, you will be prompted to create your student(s) account(s). This step is extremely important, as schoolwork can only be completed in the student account.

- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log in to the OLS. Click here to view instructions for student account creation using this tool.
- If not prompted, you can create the student account by clicking the My Account link within the OLS. Click here for instructions.

All students, regardless of grade level, who are enrolled in CAVA are required to have an OLS student account.

What if my student forgets his/her password? You can change your or your student's username or password from the Learning Coach online school account. For step-by-step instructions, click HERE.

Attending Live Classes

After creating your student's online school account, you'll find live class sessions, called "Class Connects", on the **Plan** tab for elementary students, or the My School Homepage as well as Class Home pages for middle and high school students. To join a session at the scheduled start time, click the session title. Please click HERE for a detailed overview.

ATTENDANCE

Attendance is important to ensure the success of our students. If a student does not attend school, then a student cannot succeed in school. Attendance in the California Virtual Academy is documented by completing assigned lessons daily in the Online School platform, attending required live Class Connect sessions, and submitting an offline work log for any work completed offline on each school day.

Each day, students are expected to log into the online school using their student account to complete lessons and attend live Class Connect sessions as assigned by the teacher. This activity is documented automatically in the system and indicates engagement in school for that day. Days with zero (0) activity minutes recorded are the same as notifying CAVA that your child was absent that day. When the student completes work offline, the parent/learning coach must complete a school-supplied attendance log survey as specifically directed by his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. CAVA's Attendance Advocate will email a request for an attendance log survey for any date on which the system has recorded zero (0) minutes of activity. All attendance log surveys must be completed and submitted to the assigned teacher after each school day or as requested by the assigned teacher. Also, the assigned teacher may request that the offline work notated on the attendance log survey be submitted to him/her. If an attendance log survey is not submitted, the teacher will not credit the student with attendance for that school day.

For a student to receive attendance credit for a given school day, the student must be actively engaged by attending live sessions and/or completing assignments given by the teacher on that school day. If a student is working offline for a given school day, an attendance log survey must

be submitted to receive attendance credit. Attendance should NOT be entered on weekends, holidays, or other non-instructional days. However, lessons can be completed at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, and/or attend their assigned live instruction sessions, the teacher would reduce the number of attendance days the student is credited. The teacher will notify the parents if attendance is removed. Parents and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three (3) consecutive days. If the student is absent for more than three (3) consecutive days, a doctor's note is required.
- Religious reasons
- Funeral – Attending funeral services for a member of a student's immediate family, so long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor for the absence to be excused. Unexcused absences may result in the student's non-compliance with the school's enrollment requirements. Refer to the non-compliance policy below for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period; or five (5) or more cumulative days; or have missed two assignments (as defined in the non-compliance policy below) are subject to an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the CAVA administration may deem that enrollment in CAVA is not in the best interest of the student, and the student may be subject to withdrawal.

NON-COMPLIANCE POLICY

California Virtual Academy is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and parents/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the OLS daily, not attending live sessions as assigned, not maintaining "satisfactory educational progress" and not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students

who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

For the purpose of this policy, "satisfactory educational progress" is defined as attending live class sessions, completing assignments/assessments on time, passing courses, and progressing towards successful completion of courses or standards, as determined by the supervising teacher.

The evaluation shall take place during an evaluation conference, which shall be conducted by the principal or designee. The principal or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances, California Virtual Academy will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, the administration is notified, and a letter is emailed and sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number, and email used as well as the reason for contact.

EVALUATION CONFERENCE

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school, or who do not have satisfactory progress at the end of a learning period, shall be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days of the conference for good cause.

At the conference, the parent/legal guardian or adult student, the teacher, and the principal shall review the signed ISMA, current areas of concern, and shall reconsider whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the

conference, the principal or designee will review the relevant information and decide if continuing in an independent study is in the student's best interests.

The student and/or parent/legal guardian shall be allowed to present information and/or witnesses to the principal or designee either orally or in writing or both during the conference. The principal or designee shall take any information presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in an independent study. Additional factors to be considered include but are not limited to the following:

a) student's grades at the time of the evaluation
b) teacher observation/feedback
c) standardized testing data
d) student's progress in the independent study curriculum

The principal or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The principal or designee may:

a) find independent study is in the student's best interest,
b) place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
c) use other alternatives to improve attendance or
d) find that it is not in the student's best interest to remain in independent study.

If the Principal or designee finds that it is not in the student's best interest to remain in independent study, then the student shall be withdrawn from enrollment with the California Virtual Academy, and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or another appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

APPEAL

The principal's or designee's decision shall be subject to a hearing adjudicated by a neutral administrative team. The parent/guardian or adult student shall submit a written request to the principal or designee no later than 5:00 pm before the withdrawal effective date.

Upon receipt of a request for an appeal hearing, the Director or Principal shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. CAVA shall send out a written notice of the meeting date, time, and location to the parent/guardian or adult student. This meeting may be held via teleconference.

The appeal hearing shall proceed as follows:

1. The parent/legal guardian or adult student may address concerns to the neutral administrative team regarding the appeal.
2. The principal or designee may address concerns to the neutral administrative team in response to the student's appeal.

The final decision by the neutral administrative team shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the decision. The decision of the neutral administrative team is final.

CODE OF CONDUCT

Freedom of speech and expression is valued not only throughout society but also, particularly, in the academic setting. No more is this so than in the classroom.

In CAVA, a classroom is defined as many different locations. These may include but are not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- Outings or other in-person events
- Any CAVA community areas

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of conduct has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to professionally.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your username and password, and do not share these with anyone.
7. Do not post personal information (Instagram, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access the online school or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-CAVA commercial activities, non-CAVA product advertising, or political lobbying on a CAVA-owned instructional computing resource.
10. Do not use instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any CAVA server.

13. Do not post material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
14. Fully participate in the class session as required by the teacher through tools available such as polling, chat, whiteboard, and other activities.
15. Use your webcam to fully engage in the class session. When using the webcam, the school dress code must be followed. The background environment should be free from distractions and appropriate for a school environment. This includes posters/pictures, the attire of others in the household appearing on video, alcohol and drug paraphernalia, and profanity.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for the removal of a student from a class or student disciplinary proceedings.

CONSEQUENCES

- First warning
- Certified letter
- If the problem continues, administrator phone conference.
- Possible withdrawal
- Depending on the severity of each action, CAVA reserves the right to withdraw the student upon each action

This document describes the policies and guidelines and exists to ensure that all CAVA students are aware of and understand their responsibilities when accessing and using school resources.

As a student, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to school instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

DRESS STANDARDS

Clothing worn to CAVA class sessions and events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

Clothing worn to Career Prep Academy @ CAVA events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific CAREER AND COLLEGE PREP experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and consistent with their health, safety, and welfare. Specifically, shoes must be worn at all times and special events will require close-toed shoes for the safety of the student. CAREER AND COLLEGE PREP students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to school dress code and be suitable for the occasion (business casual/ formal or professional).
- Graduates must wear a cap and fully zipped gown in designated color.
- Medallions and cords earned through California Virtual Academies for board approved honors and program participation may be worn with the graduation gown.
- Personal stoles, sashes, or other unapproved items worn over the gown or around the neck are not permitted during the ceremony.
- Leis and cap decorations are allowed if they do not distract, obstruct view, create mess, or feature inappropriate content.

DISCIPLINE

This Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension, and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Education Code 48900 and 48901 identifies the following reasons for suspension or expulsion:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
(a) (2) Willfully used force or violence upon the person of another, except in self-defense;
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects (at an in-person school-sponsored activity) unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal;
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind;
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
(e) Committed or attempted to commit robbery or extortion;
(f) Caused or attempted to cause damage to school property or private property;
(g) Stolen or attempted to steal school property or private property;
(h) Possessed, smoked, or used tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. This includes the inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking;
(i) Committed an obscene act or engaged in habitual profanity or vulgarity;
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
(k) (1) Disrupted school (-wide) activities (suspension only by an administrator; no expulsion) (grades 9-12);
(l) Knowingly received stolen school property or private property;
(m) Possessed an imitation firearm (at an in-person school-sponsored activity);
(n) Committed or attempted to commit a sexual assault or committed a sexual battery;
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma;
(q) Engaged in, or attempted to engage in hazing;
(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or group of pupils;
(s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only);
(t) Committed sexual harassment (grades 4 - 12);
(u) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence

(grades 4 -12);
(v) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4 - 12);
(w) Made terroristic threats against school officials or school property, or both.

A student identified as an individual with disabilities or for whom CAVA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in affording due process to such students.

SECLUSION AND BEHAVIORAL RESTRAINT

California Ed Code 49005.2. Pupil's right to be free from the use of seclusion and behavioral restraints.

Physical restraint or seclusion is not to be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion will be avoided to the greatest extent possible without endangering the safety of students and staff. Staff will never use mechanical restraints to restrict a child's freedom of movement. Teachers, administrators, and staff understand that students' social behavior can affect their academic learning.

Administrators, teachers, and staff are offered Nonviolent Crisis Prevention Intervention (NCPI) training and certification. NCPI provides the school staff with the skills to safely recognize and respond to everyday crises. NCPI training complies with all current legislation and is evidence-based and fully accredited.

NETWORK ETIQUETTE

As a CAVA student, you are expected to follow the rules of network etiquette. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words and/or other vulgar language are/is unacceptable.
- Do not harass or threaten others.
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful.

- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses.
- Do not post personal information (personal information, Instagram, YouTube, Facebook, email address, etc.)

Gender Identity and Expression

California law and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall coordinate with the school's Director of S.E.L., Prevention, and Intervention whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. A team will convene to develop a Gender Support Plan in collaboration with the student and/or a student's parent/guardian. Neither a support team meeting nor a Gender Support Plan is required for a student to receive support at school.

For additional support please contact:
Victoria Nelson
Director of S.E.L., Prevention and Intervention
vnelson@caliva.org
50 Moreland Rd.
Simi Valley, CA 93065

Harassment and Bullying Prevention Policy

California Virtual Academy strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying based on actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics are unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying based on sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the

student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying based on sex, and the harasser or bully and the victim can be of the same sex. Bullying based on sex constitutes sexual harassment.

- Harassment or bullying based on race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on race, color, or national origin constitutes racial harassment.
- Harassment or bullying based on disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the principal using "The Bullying and Harassment Incident Reporting Form" found in Appendices 3 of this handbook. If the alleged harasser is the principal, the person may report the incident to the Director and/or Head of Schools. A written report of the alleged incident will be developed by the Director or Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director and the Title IX Coordinator, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual or gender-based harassment within three (3) school days violates this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive, and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

CONFIDENTIALITY

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

RETALIATION IS PROHIBITED

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation, or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered a separate incident, shall be investigated, and shall be subject to disciplinary action.

TIME LIMITS

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

DISCIPLINARY ACTION

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Director will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

APPEAL PROCEDURES

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

PREVENTION STRATEGIES

CAVA shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

HATE MOTIVATED BEHAVIOR AND HATE CRIME REPORTING PROCEDURE

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes, or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes that are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

SCHOOL CLIMATE

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, and casual put-downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff is encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in-person and online), whether they are in or out of the earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

REPORTING

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

GRIEVANCE PROCEDURES & INVESTIGATION

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, the frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the Administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first, denounce the act, investigate, involve others where necessary, provide accurate information and dispel misinformation, support targeted students, seek justice, avoid blame, and promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with the law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:
    - Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
    - Expand the discussion to include relevant students, parents and guardians, and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,

- Take notes about all suggestions and comments and include those with the Investigation Form and discuss all follow-up steps and use them to create a roadmap for change (if needed).

INTERNET SERVICE PROVIDER (ISP) POLICY

Participation in CAVA requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and/or learning coach of the enrolled student(s). The nature of the California Virtual Academy program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, submit student work, and maintain communication with CAVA staff.

Because of the unique schooling environment of the California Virtual Academy, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment.

The California Virtual Academy provides a stipend for families of $40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Eligibility for ISP Reimbursement is based on income details completed in the Reg-online Parent Portal. Checks will be mailed once per semester to families to the address verified by the completion of an address confirmation survey.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btsp@caliva.org.

COMPUTER POLICY

The California Virtual Academy will ensure that all enrolled students have access to a computer. The administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned teacher.

COMPUTER/SOFTWARE RESTRICTION

Due to contractual agreements with computer suppliers and software providers, CAVA-issued computers and subsequent software cannot be exported outside the United States.

STUDENT COMPUTER AND NETWORK GUIDELINES

1. CAVA shall permit the student and the parent, legal guardian, and/or learning coach to use the network, equipment, and materials of the school solely for the education of the student while enrolled and for no other purpose.
2. The network is not for private or commercial business use, political, or religious purposes.
3. Any use of the network for illegal activity is prohibited.
4. Any use of the school computer or school network for purposes other than those set by the school is prohibited, including online games, chat (instant messaging), or browsing the Internet for any purpose other than school related.

5. Use of the network to access obscene, pornographic, hateful, or otherwise inappropriate material is prohibited.
6. Sending material likely to be offensive or objectionable to recipients is prohibited.
7. Using programs that harass network users or infiltrate a computing system and/or damage the software components is prohibited. (Including, but not limited to any type of hacking software).
8. The school has the right to review any material stored on any system provided by the school and to edit or remove any material. I hereby waive any right that I may otherwise have in and to such material.
9. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
10. You will keep all accounts and passwords confidential and not accessible to others.
11. The illegal installation of copyrighted software or files for use on school computers is prohibited. Software that is originally provided with the computer may be updated without permission.
12. When a student withdraws, the student is required to return the school computer.
13. The recording of and/or distribution of recorded sessions by anyone other than an authorized staff member is strictly forbidden.

Any unacceptable use as described above regarding loaned equipment, software, online classrooms, or the Network/Internet Policy can result in disciplinary action up to and including the immediate termination of enrollment. Interpretation, application, and modification of these guidelines are within the sole discretion of the California Virtual Academy. Any questions or issues regarding this policy should be directed to the school administration.

The school may require students to use online educational programs for educational purposes, such as Google Classroom. For students to access these programs, limited student information must be shared with the program providers, including the student's name, school name, and school identification number. The school abides by FERPA and exercises caution in selecting the online educational programs it will utilize.

TITLE I SCHOOL

Title I ensures that all children have a fair and equal opportunity to obtain a high-quality education and reach proficiency. Funding provides effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's academic standards. CAVA benefits from being a schoolwide Title I program, so funds may be used to improve student performance and upgrade the entire educational program, helping all students.

VIDEO CONFERENCING GUIDELINES

Students and guardians will be required to participate in video conferencing with staff members, which requires the use of a webcam. Students should follow all school and classroom rules while video conferencing. When participating in a video conference students, guardians, and staff will be visible and ensure the background environment is appropriate and anyone participating in the video conference is appropriately dressed for school.

INTERNET SAFETY POLICY

It is the policy of California Virtual Academy to (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activities; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the Internet, or other forms of electronic communications, including access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the California Virtual Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

SUPERVISION AND MONITORING

It shall be the responsibility of all members of the staff and the learning coach to supervise and monitor the usage of the online computer network and access to the Internet under this policy and the Children's Internet Protection Act.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the learning coach, California Virtual Academy, or designated representatives.

These are the laws and policies that help to protect our students online:
Child Internet Protection Act (CIPA)
-- CIPA - http://fcc.gov/cgb/consumerfacts/cipa.html
Children's Online Privacy Protection Act (COPPA)
-- COPPA - https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa
Family Educational Rights and Privacy Act (FERPA)
-- FERPA - http://www2.ed.gov/policy/gen/guid/fpco/ferpa

MARRIED/PREGNANT/PARENTING STUDENTS

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board, therefore, desires to support married, pregnant, and parenting students to continue their

education, attain strong academic and parenting skills, and promote the healthy development of their children.
The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, which is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy, or marital or parental status shall be addressed through the school's uniform complaint procedures under 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

PREGNANT AND PARENTING STUDENTS

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or an educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.
- Pregnant or parenting students may be excused for absences related to confidential medical appointments following the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. After the leave, the student shall be reinstated to the status she held when the leave began.
- A pregnant or parenting student also may request an exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Virtual Classroom

CAVA's virtual classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers and creating a learning partnership. The virtual classroom is a real-time classroom environment designed for virtual education and collaboration. Virtual classroom technology enables all students of all ability levels to be engaged in an interactive learning experience.

We offer a wide variety of instructional sessions, which support mastery of the Stride curriculum and state-adopted Common Core standards and are an excellent resource for students and learning coaches. Teachers conduct instructional sessions and may offer office hours to answer questions from students and learning coaches (please refer to the Code of Conduct and Network Etiquette for students' behavior expectations in virtual classroom sessions).

Class Connect sessions are recorded and distributed for learning purposes. Learning purposes include a lesson review for absent students, students who want to review for a test, teacher growth and improvement, etc.

School Activities

Regularly throughout the year, the California Virtual Academies offer outings, clubs, assemblies, and other events for students and families. When permitted, these activities are offered in person. Teachers facilitate local in-person outings/activities with students in their geographic areas. These outings provide opportunities for teachers, parents, and students to connect and build relationships outside of academic sessions. Families are strongly encouraged, but not required, to attend. Parents are responsible for any costs incurred while attending an outing, including, but not limited to transportation, entrance fees, meals, etc.

A parent and/or guardian is expected to attend all in-person activities with their child(ren). Non-enrolled siblings are welcome to participate with the family for some outings, but the parent must constantly supervise them. Students will receive attendance credit for time spent at school outings, and when the outing is educational in nature, academic credit may be given. Each school year, a Release of Liability (ROL) form must be completed by the parent and/or guardian for the student to participate in in-person activities. The Release of Liability is included in the Back to School Packet.

Students with disabilities are also strongly encouraged to attend. If you have questions regarding the accessibility of the outing for a child with a disability, please contact the organizing teacher, Special Education department, or Student Success Coordinator.

Any site where students are participating in school outings/activities is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

Medical Conditions and Students Requiring Medication: Parents/LGs will be prompted, when confirming in-person attendance for state testing or other designated in-person events where the parent/LC will not be present, to note health concerns that may impact the student during testing/activity. If a student with a medical condition is on-site without a parent/LG present and requires medication, the *Authorization for Medications* will need to be completed by a healthcare provider and be on file with the school before the designated event; otherwise, the parent or guardian will be required to remain on-site to administer the medication.

CAVA provides opportunities for student-led clubs. Teacher advisors are assigned to support students and monitor students in the club sessions. To be eligible, students must be in good academic standing (including attending required sessions, completing and submitting work on time), and meeting school enrollment requirements and behavior guidelines.

Parent And Family Engagement Policy

California Virtual Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit https://fw.unitymg.com/rdr/D:2575 > Policies > Parent and Family Engagement Policies to view the Parental Involvement Policy.

School Information and Updates

There are many ways for families to connect with our school and receive important news and updates.

- Parent Square: Our primary means of communicating information to our school community is through the Parent Square platform. Legal guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at https://www.parentsquare.com/.
- LC App: on this social platform, learning coaches and legal guardians can connect with a community of learning coaches to receive support, information, resources, and encouragement. App information at https://www.k12.com/app.html.
- Email: For general questions and concerns, please reach out to your student's teacher or write to info@caliva.org.
- Social Media: Community members can receive some school updates and information by visiting the @CaliforniaVirtualAcademies Facebook page or @CAVAk12 Instagram feed.
- Parent Organization: At California Virtual Academies, we recognize the importance of a strong partnership with our families. Our goal is to strengthen student support by increasing participation and collaboration between parents and school staff. As a Parent and/or Learning Coach, you can become more involved in your child's education by joining the Family Teacher Organization (FTO). The FTO has established three pillars
    - Parent Mentor Group - Get Connected
    - School Advocacy - Get Informed
    - Schoolwide & Community Initiatives – Get Involved

School Safety Plan

California Virtual Academies have Comprehensive School Safety Plans in place. These plans are reviewed each year and updated as needed by the school boards. A copy of each school's Comprehensive School Safety Plan can be found here: https://fw.unitymg.com/rdr/D:3156

SUPPORT MATRIX

Daily Work and Attendance	
Online School Login	Daily schedule and lessons *Log in using the student username and password for all schoolwork*
Attendance Survey	Complete each day your student doesn't work in the online school
Attendance Help	Contact your teacher, or email CMScompliance@caliva.org
Academic Calendar	Attendance and vacation days
School Information and Connections	
Parent Square	School announcements, events, and important information
K12 Phone App	Enrollment information, document submission, grades, overdue assignments, LC Community
CAVA Website	Public Notices, FAQ, School Calendar
Elementary Website	PE Log
Middle School Website	Helpful links and information for grades 6th-8th grades
High School Guidance Counselor Website	Calendars, course information, college planning, helpful information for 9th-12th grades
Compass Website	Orientations, homeless/foster support information, SEL support
Enrollment Portal	School Enrollment, Re-Registration, Document Submission
Technical Support	
Stride Help Website	FAQs about the OLS, materials, returns, return labels, web & chat support, tech tickets
Tech Support	Call 866-512-2273
Tech Support Survey	Report missing, lost, or damaged materials; request technical help from Stride
Back to School Packet & Report Card Assistance	Request help to complete REG-Online/BTSP or accessing unofficial progress reports, report cards, and test scores
Frequently Requested Resources	
Address Changes	Email updated proof of residency to studentinfochanges@caliva.org
Care Solace	Mental health resources and community providers. You can also call 888-515-0595. For emergencies, call 911.
Internet Assistance	Low-cost internet resources
Internet Subsidy	Internet Subsidy Flyer.pdf - Google Drive Help Request: email btsp@caliva.org
NSLP Verification	Request verification of National School Lunch Program eligibility
Phone/Email Changes	You can update your phone or email address from the LC account
Student Records	Official transcripts and document requests Email recordsdepartment@caliva.org
Work Permits	Email questions to workpermit@caliva.org

TITLE IX – NON-DISCRIMINATION

California Virtual Academies complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights, and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the

Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, the CAVA schools do not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities in which it operates or the employment therein or admission thereto.

CAVA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. CAVA policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation.

Discrimination, harassment, intimidation, or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. CAVA prohibits discrimination, harassment, and bullying in the school environment, whether or not it initially occurred off school grounds or outside the CAVA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

The California Virtual Academies are committed to providing a safe environment in which students can learn. As such, CAVA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. CAVA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any CAVA school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.
Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review the information located here. The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at 34 CFR Part 106.

Complaints or questions regarding discrimination, harassment, or bullying should be directed to the CAVA Title IX Coordinator:
Title IX Coordinator & the Office of Civil Rights

Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
Email: TitleIX@caliva.org
Office of Civil Rights 1-800-421-3481

MIGRANT EDUCATION PROGRAM

A student is considered a Migrant if the parent or guardian is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his / her own for the same reasons. The eligibility period is three years from the date of the last move. If you have questions or want information about the available resources, contact the liaison.

Migrant Education Program Liaison
Krista Mount
kmount@caliva.org
(805) 581-0202

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. California Virtual Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with

disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

Click here for a LINK TO FEDERAL OR STATE DOE 504 INFORMATION for more information related to Section 504 of the Rehabilitation Active of 1973.

Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request. Please reference additional information on revoking consent from the California Department of Education here.

If you have questions about Section 504 or if you believe that the school is not in compliance with the regulations of Section 504, contact the 504 Coordinator for the California Virtual Academies at (805) 581-0202.

Grievance Policy and Procedure

The California Virtual Academy is committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly and promptly. The California Virtual Academies prohibit discrimination against students/families based on ethnicity, gender, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation, or religion.

- The parent/guardian will address in writing any concern or grievance initially with the student's teacher and Lead. The Lead will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with a principal to discuss the concern or grievance. The principal will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the principal, the parent/guardian may, within ten (10) school days, request a meeting with the Director to discuss the concern or grievance. The Director will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond within ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

Uniform Complaint Procedures

The California Virtual Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging a violation of state or federal laws governing educational programs.

The school shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
50 Moreland Dr.
Simi Valley, CA 93065

Under Education Code Section 35186, the California Virtual Academy complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.

A copy of the Board-approved Uniform Complaint Procedure and a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: http://www.cde.ca.gov/re/cp/uc/index.asp.

McKinney-Vento

California Virtual Academy is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board-adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

Students in Foster Care

To provide educational stability, CAVA strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue enrollment at the school. Also, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma if he or she meets the criteria to graduate from CAVA.

Also, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.

- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for an appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

MATERIALS AND COMPUTER EQUIPMENT

All instructional materials, including computer equipment and related hardware, are loaned to the student by California Virtual Academy. Students are expected to return all materials in good condition using the free shipping labels provided by Stride/K12 should they withdraw.

Families are expected to handle school property with care and ensure an accurate inventory of these materials is maintained in the home. It is recommended families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The California Virtual Academy shall not provide any funds or other items of value to the student, parent, or legal guardian that a school district could not legally provide to a similarly situated student of the school district, or his or her parent or legal guardian.

LIVE INSTRUCTION

CAVA offers students many learning opportunities. One such opportunity comes in the form of live instruction. Live instruction is assigned to students in all grade levels and is provided by a credentialed CAVA teacher. This is in conjunction with the instructional support that is being provided by the student's Learning Coach. Each student's schedule may vary depending on grade, assessment scores, teacher assignments, etc. CAVA adheres to the minimum daily instructional time requirements recommended by the state of California. However, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for each department based on the student's instructional levels.

Per Ed Code Section 51747.5, students found to be not in attendance for more than 50% of the required live instructional time in a school month will be required to attend a pupil-parent-educator conference to determine if the independent study program is appropriate

ELEMENTARY (TK-5TH GRADE)

Students are invited to a required number of targeted instructional sessions each week based on multiple forms of data to ensure student growth and mastery of standards. At a minimum, students are required to attend Math and Language Arts, along with Social Studies and Science as assigned. Daily attendance at homeroom sessions is also required.

MIDDLE SCHOOL (6TH – 8TH GRADE)

Students are required to attend instructional sessions each week based on multiple forms of data to ensure student growth and mastery of standards. At a minimum, students are required to attend daily core math, daily core English/language arts, and two core science sessions per week. Students are also required to attend daily morning Homeroom sessions with their teachers.

High School (9th – 12th Grade)
The amount of required session attendance depends on the student's instructional levels based on data to determine the extent of support our students need in math and language arts. Students can expect to attend at least one live session per course per week and at least one weekly homeroom session. Students are expected to engage with the teacher and students in each class and actively participate in the lesson.

All students will have their assigned required instructional schedule listed on their quarterly Assignment Path (TK-5) or listed on their Online Middle/High School course (6th – 12th). Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

SPECIAL EDUCATION

California Virtual Academy offers a full continuum of special education supports and services per all applicable federal and state laws. California Virtual Academy delivers services based on the student's Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional support and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students, whose IEP requires alternative placements, this can mean the school may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS), and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, California Virtual Academy works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/support for a child that is already in our special education program should be directed to your child's special education case manager.

For additional support please contact:

Director of Special Education
sped@caliva.org
50 Moreland Rd.
Simi Valley, CA 93065

CHILD FIND

(California Education Codes 56300-56304, 34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. To comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated —including students with disabilities who are homeless or students who are wards of the state.

For additional support please contact:

Director of Special Education
sped@caliva.org
50 Moreland Rd.
Simi Valley, CA 93065

Related Services Transportation

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

English Language Development

The California Virtual Academies' English Language Development (ELD) Department will increase English proficiency of English Learners (ELs) and support ELs in meeting academic achievement standards by providing a high quality, effective language instructional program. The California Virtual Academies' ELD program model is Structured English Immersion (SEI), or a classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English.

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All English learners are provided with *Designated* AND *Integrated* ELD instruction. *Integrated* ELD is the teaching of language development and literacy throughout the entire day and across all subject areas. The focus is on accessing and learning content standards. During Integrated ELD, the content standards are the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction. *Designated* ELD is the teaching of language during a protected time within the school day. The focus is on acquiring English language proficiency in reading, writing, listening, and speaking using the ELD standards at each student's instructional proficiency level. The ELD Department provides *online* Designated ELD classes for EL students in TK-

12th grades with lessons that target the appropriate ELD standards (see the ELD standards and descriptions for California). Designated ELD classes are small-group and goal-based, and attendance is required.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At California Virtual Academies, our MTSS frameworks:

1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels;
2. Help to organize resources, supports, and staff to serve students;
3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously;
4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students;
5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and
6. Ensure students get the support they need when they need it.

Each department has its own MTSS framework that includes the following critical components:

- Universal Screener: A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively.
- A Multi-Level Prevention and Intervention System:
    - Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards.
    - Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills.
    - Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills.
- Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law).

- Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports.

Each grade span department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to:

- Determine the specific learning needs of each student in need of intensive support;
- Diagnose the causes of the student's struggles in Tier 1 and Tier 2;
- Determine the most appropriate interventions to address the student's needs;
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and
- Revise the student's interventions when he or she is not achieving the desired outcomes.

The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Newrow, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

SUPPORT STAFF

California Virtual Academy is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process, a referral can be made.

COMPASS OVERVIEW

The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement, or who are in a crisis due to a lack of resources or social-emotional issues. The goal is to improve student engagement through relationship-based interventions, that are aligned with CAVA's Social-Emotional Learning Benchmarks and Learning Targets.

COMPASS SUPPORTS

Strong Start: Onboarding & Orientation assistance will be provided for all new students by the Compass Team. Returning at-promise students will receive assistance through Modified Strong Start sessions led by the Onboarding Specialist.

Social-Emotional: Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided to students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).

Engagement: The Compass Engagement Program provides leveled support for struggling students.

COMPASS ENGAGEMENT PROGRAM

The Compass Engagement Program provides direct support to families who need additional resources or who are struggling to meet school engagement expectations. The goal is to work as a team with the family and school staff to identify the root issue and find workable solutions that will foster increased engagement and accountability. Varying types and terms of support will be provided, depending on the specific needs of each student. Support sessions, attendance, progress monitoring, frequent check-ins, one-on-one conferences, weekly contracts, and study halls will be utilized as needed on a case-by-case basis. Failure to fully participate in the program may result in the student's removal from the Compass Engagement Program.

ACCESSING COMPASS SUPPORT

Students identified as those who could benefit from working with Compass will be offered support sessions via the online school platform. If you are interested in additional support for your student, please discuss your concerns with your student's General Education or Homeroom Teacher first. Requests for Compass support are reviewed individually, with placement determined by each student's individual needs.

**The Compass Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodations, please reach out to your assigned Special Education case manager.*

STUDENT RECORDS

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under the Federal Education Rights and Privacy Act (FERPA). Please review the FERPA Notice in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a California Virtual Academy administrative staff member.

Students who transfer into the California Virtual Academy will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt to obtain your student's records. It is the responsibility of your previous school to mail the records to the CAVA office at that time.

Should the parent/legal guardian decide to withdraw and transfer to a new school, the new school will contact the CAVA office to request the student's records. The school will mail the records to the requesting school.

Should the parent/legal guardian decide to withdraw and teach in the home, the parent/guardian should contact the CAVA office to request that a copy of the student's records be mailed to the parent/legal guardian and provide the proper paperwork as outlined by the California Department of Education.

STATE STANDARDIZED TESTS

As a network of public charter schools, our students participate in the following state standardized tests:

Grades 3 - 8 and 11: California Assessment of Student Performance and Progress (CAASPP)
Grades 5, 7, and 9: Physical Fitness Test (PFT)
Grades 5, 8, and 11 or 12: Science – California Science Test (CAST)
All students in grades 5th, 8th, and 11th or 12th will complete the California Science Test. The test will be administered to High School students who are in at least their second year of science.
English Learners: English Language Proficiency Assessments for California (ELPAC) The ELPAC is the state assessment used to determine the English language proficiency of students whose primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians cannot opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis.

The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. To maintain enrollment at CAVA, the parents must make the student available for federal and state testing as needed (please refer to the Enrollment Requirements section for more information). A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches. Travel plans will not be approved during the state testing window.

Participation rates are critical to the success of our schools. According to recent regulations outlined in the Every Student Succeeds Act (ESSA), a public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95% of its students participate in any assessment, the school risks receiving a serious penalty from the state of California.

The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. A testing

schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches.

Individual student performance results on state standardized tests are distributed to both parents and teachers promptly by the state of California.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the computer administered CAASPP tests. Other resources are considered non-embedded since they are provided by the local educational agency (LEA). The following list defines the four different categories of student accessibility resources:

- **Universal tools** are available to *all* students based on student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.
- **Unlisted resources** are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

Any site where students are assigned to complete state assessments is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

Visit CDE for more information at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.

School Communication

In any school, but especially in a virtual school, regular communication with staff is essential for student success. If the student, parent/legal guardian, and/or learning coach will be out of state, on vacation, or otherwise unable to communicate with school staff for some time (as outlined in the Enrollment Requirements), it is the responsibility of the parent/legal guardian to notify the student's teacher(s) so that proper arrangements to monitor student progress and attendance can be made.

Due to the enrollment requirements of our school, if the staff is unable to contact the parent/legal guardian and/or learning coach for some time, staff will follow the Non-Compliance Policy as outlined in this handbook. If, after the policy is followed, contact has not been made, it will be assumed that the student is enrolled in another educational program, and he/she will be withdrawn.

Withdrawals

If the parent/legal guardian decides to withdraw a student (or an 18-year-old student decides to withdraw him or herself), he/she must communicate this decision through the assigned teacher. The teacher may schedule a final in-person conference (this may be via online classroom, as

deemed appropriate by the teacher) to ensure that the student receives the appropriate academic and attendance credit. During this meeting, the parent/legal guardian will be required to submit student work completed in each subject area since the last conference.

The parent will need to fill out an exit survey to inform the school of future enrollment.

Shipping labels required for the return of the loaned computer hardware and educational materials will arrive within 2-3 weeks from the date the teacher was notified of the withdrawal.

WORK PERMITS

A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior REPORT CARD, PROGRESS REPORT, or TRANSCRIPT if a new student (exceptions will be made for students completing credit recovery courses with additive grading policies and making adequate progress at the time the progress report is issued). Eligibility will be verified after each grading period and the work permit will be revoked if GPA drops below 2.0, attendance becomes unstable, or the student withdraws from school. If a student's work permit is revoked, the employer will be notified to terminate employment.

In special cases, a Probationary Work Permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student's work permit will be revoked, and the employer will be notified to terminate employment.

Vacation Work Permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the EXPIRATION DATE on the work permit. If a student wants to continue employment after the close of summer, (Vacation Work Permit or Renewal of Previously Issued Permit) a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied based on a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public school, or during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.

The school provides a certificate of age. And the permit includes:

(a) The name, age, birth date, address, and phone number of the minor.
(b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours.
(c) The maximum number of hours per day and per week the student may work while school is in session.
(d) The minor's social security number.
(e) The signature of the minor and the issuing authority.
(f) The date on which the permit expires.

Procedures:
Confirm eligibility with the homeroom teacher, school report, or at workpermit@caliva.org
Fill out the Work Permit Request Form: https://sites.google.com/californiava.org/cava-college-career-center/work-permits?authuser=0
Submit to: workpermit@caliva.org, or mail to: Work Permits 50 Moreland Rd, Simi Valley, CA. 93065

ENTERTAINMENT WORK PERMIT APPLICATIONS:

1. Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an Entertainment Work Permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address, or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the CAVA Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.

2. The form may also be faxed to 805.581.6102 or emailed to workpermit@caliva.org. Faxed or emailed applications should not have the Parent's signature on the form. DLSE requires Original Signatures on applications. The school signature and stamp will be original when returned to the parent to sign and mail to a DLSE office for the permit.

3. When emailing an online watermarked application for processing, indicate you are applying directly to the State for the work permit. The completed application will be emailed back to you.

4. Same-day walk-in permits can be obtained from DLSE VAN NUYS ENTERTAINMENT WORK PERMIT OFFICE 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.

5. A student must have a 2.00 GPA with no F's on their last REPORT CARD, PROGRESS REPORT, or TRANSCRIPT for new students (exceptions will be made for students completing credit recovery courses with additive grading policies and making adequate progress at the time

the progress report is issued). If a student's Academic and Attendance Standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued." Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and a permit will not be issued. A teacher may also request an Entertainment Work Permit be canceled before renewal if a student is not attending regularly or making academic progress.

COURSE LEVEL PLACEMENT

The California Virtual Academy offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level, and courses, with remediation and enrichment support, provided as deemed appropriate by the student's assigned teacher.

ELEMENTARY COURSES

The courses listed below are the age-appropriate grade-level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned to take Physical Education. 2nd -5th grade students can choose to participate in the World Language program in place of Music. Offerings include Spanish and Chinese. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

STRIDE Arcade is assigned in Math and ELA for grades TK-2 and Math, ELA, and Science for grades 3-5.

Grade	Math	Language Arts	History	Science	Electives
Transitional Kindergarten	Embark Math	Embark Language Arts *Free Reading/Journaling *Tools Exploration *Circle Time	Embark Social Studies	Embark Science	Embark Art Embark Music
Kindergarten	Math K E1	ELA K E1 Phonics K E1	Social Studies K Summit ED CA	Science K E1	Art K E1 Music K ED
1st Grade	Math 1 E1	ELA 1 E1 Phonics 1 E1	Social Studies 1 Summit ED CA	Science 1 E1	Art 1 E1 Music 1 ED
2nd Grade	Summit Math 2	Summit ELA 2	Social Studies 2 Summit ED CA	Science 2 E1	Art 2 E1 Music 2 ED
3rd Grade	Summit Math 3	Summit ELA 3	Social Studies 3 Summit ED CA	Science 3 E1	Art 3 E1 Music 3 ED
4th Grade	Summit Math 4	Summit ELA 4	Social Studies 4 Summit ED CA	Science 4 E1	Art 4 E1 Music 4 ED
5th Grade	Summit Math 5	Summit ELA 5 CA	Early American History 5 Summit ED CA	Science 5 E1	Early American Art E1 Music 5 ED

PHYSICAL EDUCATION

Physical Education (PE) is a required course and will receive a grade of EE (exceeding expectations), ME (meeting expectations), AE (approaching expectations), and BE (below expectations) on the mid-year progress report and year-end report card. Students are expected to complete an average of 20 minutes of physical activity per day, for a total of 200 minutes every ten (10) school days. Learning coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each 20-day learning period.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include, but are not limited to:

- Participation in an athletic class, dance class, or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics, or jogging.

PROGRESS IN COURSEWORK

California Virtual Academy realizes that not all students work at the same pace and provides a unique opportunity for students to master grade-level state standards through comprehensive curriculum content, together with remedial, enrichment, and/or extension activities and lessons, as part of our independent study program. Students are expected to work daily on their assigned coursework, as detailed in the student's Individualized Learning Plan (ILP), which is provided by the general education teacher and updated as needed throughout the school year. Most courses are designed to be completed over the course of a full school year. As such, students are assigned coursework following the grade-specific syllabus. Students may also be assigned project-based instructional activities, projects, and/or teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based on individual student needs.

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. CAVA faculty strives to support all students in this endeavor. The homeroom teacher will work to support students with missing and/or late assignments. All missing assignments (including coursework and assigned live instructional sessions) must be made up within the assigned semester for a student to receive credit.

ACCELERATED COURSE LEVEL CHANGES

The California Virtual Academy program provides a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. Research shows that student learning is best supported when instruction and evaluation are based on clear learning goals, are differentiated according to student needs, and students understand goals and the expectations for quality work, receive and use descriptive feedback, and take meaningful steps to improve their academic performance. Assessment data is used to make decisions that support and expand learning, and parents/learning coaches work with teachers collaboratively to ensure each student is provided with rigorous intellectual work that may include projects, individualized assignments, and other differentiated instructional components.

Mid-year course-level changes are evaluated for appropriateness on a student-by-student basis. If it is determined that the student's needs cannot be met through enrichment and/or honors projects within the age-appropriate grade-level course(s), it may become necessary to consider

an advanced course-level change. CAVA has high expectations for each of its students, which include:

- Students are able to demonstrate grade level proficiency on all current grade-level essential common core state standards.
- Students are able to solve complex multi-step problems and tasks, different from what they have seen in the regular coursework.
- Students are able to find ways to solve problems and complete tasks that require initiative and imagination.
- Students can explain and/or defend their solutions using effective communication skills.
- Students can use constructive learning.
- Students receive and respond to feedback (both peer and teacher feedback).
- Students are reflective and accountable as demonstrated in their coursework.

If the above expectations are met, and exceptional course/grade level skill mastery has been demonstrated by the student via a student work portfolio, evaluative assessments, etc., the student may be considered for an advanced course placement within the school year.

PROMOTION AND RETENTION

The California Virtual Academy expects all students to achieve proficiency levels in grade-level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

PROMOTION

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments, and other factors, including grade marks, as approved by the governing board of the school.

KINDERGARTEN TO 1ST GRADE:

Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in kindergarten must have a completed Kindergarten Continuance form on file to extend their kindergarten year:

1ST TO 2ND GRADE:

Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2ND TO 3RD GRADE:
Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3RD TO 4TH GRADE:
Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4TH TO 5TH GRADE:
Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5TH TO 6TH GRADE:
Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

RETENTION
The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served.

California Virtual Academy does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include the legal guardians, one or more of the student's teachers, curriculum specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher as early as possible in the school year and regularly throughout any student's enrollment with the school. The notification shall be provided to the parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade-level standards
- Below standard grade marks in reading, English language arts, and/or mathematics
- Reading assessments indicating the student is performing 2+ years below grade-level standards
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating the student is below basic or far below basic grade-level standards

- Evidence of below minimal-achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts, and/or mathematics that is below minimal performance levels

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs, and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student at his/her current grade level:

1. Identification of the student for retention according to the indicators outlined above.
2. The teacher(s) of record may recommend retention according to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before the last day of the 3rd quarter of the school year.

5th-grade students will be considered for retention based upon the indicators set forth herein and taking into consideration that the lowest level of middle school courses offered in English language arts is Summit Language Arts 6 and in mathematics is Summit Math 6. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made according to the grievance policy and procedure outlined in this handbook (pg. 42).

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

ACCELERATION: MID-YEAR PROMOTION

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for the acceleration of grade-level promotion at mid-year. The decision to promote a student's grade level at mid-year or the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at

the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten (including Transitional Kindergarten) students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six in their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade-level promotions, the following processes are followed:

1. Parents of 1st – 5th-grade students may request that the teacher promote their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade-level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or email) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade-level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through Bader reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.
- K-2 benchmark assessment data (if applicable) indicates that the student has mastered all current grade-level content/state standards and is prepared to meet the academic expectations at the new grade level.
- Diagnostic assessment data indicates the student is reading and comprehending 2 years above the current grade level.
- Diagnostic assessment results indicate the student is academically prepared to meet the rigors of academics at the new grade level (advanced at the current grade level).
- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end if the student is working one grade level above his or her current grade level.
- Student performance indicates exceptional mastery in all core courses and grade-level state standards.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns that have been expressed.
- If the student's assessment results are not above grade level, a written explanation as to why promotion is still in the best interest of the student must be provided.

- If the student is not on track to complete all courses at the grade level, he/she would be promoted to, a written explanation regarding why promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding the acceleration of the student, an appeal may be made according to the grievance policy and procedure outlined in this handbook (pg. 42).

MID-YEAR ENROLLMENT

Students enrolling in the elementary program mid-year will begin all assigned courses at the expected progress point according to his/her date of enrollment. Students will be provided with remediation and/or enrichment support to ensure mastery of all grade-level skills and concepts to promote a smooth and successful transition into our independent study program.

ADVANCED LEARNERS PROGRAM (ALP)

The Elementary Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

To participate in the Advanced Learner Program, students must be identified and recommended by their general education teacher. Students will be evaluated for placement in the Advanced Learner Program based on the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above-grade-level skills
- Completing all assignments as indicated on the quarterly assignment plan, including honors projects, other custom assignments, etc.
- Demonstrating mastery of most or all grade-level state standards through teacher-evaluated course assignments
- Has a genuine interest in, and shows a love for learning
- Attending and participating in all assigned live instructional sessions
- Performance on assessments, including diagnostic, standards-mastery, teacher-created, and/or other assessments

ELEMENTARY GRADING POLICY AND RUBRIC

Standards-based grading provides a focus on measuring student proficiency in grade-level learning outcomes, based on the California state standards. Student grade marks are based on quarterly assignment plan assignments, utilizing the following rubric.

Standard Mastery Indicator	*Description*
4	The student consistently demonstrates exceptional proficiency in the grade-level standard being measured, with in-depth inferences and applications.
3	The student consistently demonstrates proficiency in the grade-level standard being measured. This is the expected level of performance for all students.
2	The student is approaching proficiency in the grade-level standard being measured but has some errors/omissions.
1	The student demonstrates little, or no understanding of the grade-level standard being measured.
Not Measured (X)	Standard was not assessed during the grading period.

Non-academic factors, including work and study habits, responsibility for learning, effort, and citizenship, will be evaluated upon the following rubric:

Indicator	*Description*
Exceeds Expectations (EE)	The student exceeds expectations in classroom and coursework requirements.
Meets Expectations (ME)	The student meets expectations in classroom and coursework requirements.
Approaching Expectations (AE)	The student is approaching expectations in classroom and coursework requirements.
Below Expectations (BE)	The student is below expectations in classroom and coursework requirements.

GRADE APPEAL POLICY

The role of an effective learning coach and engaged student includes monitoring academic progress consistently. Parents and students have constant access to view assignments and course progress through the Online School. If a concern arises about a specific grade on an assignment or progress report, the assigned teacher should be notified immediately via email.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake

2. Fraud
3. Bad faith
4. Incompetency

PROCEDURES

1. Notice of Process for Requesting a Grade Change

a. The grade appeal policy shall be included in the Parent-Student Handbook.
b. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

2. Teacher Level

a. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
b. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
c. If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the principal at the same time as the decision is provided to the parent.
d. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

3. Principal Level

a. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
b. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
c. The principal shall schedule a meeting via phone with the parent and shall allow the teacher to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parent's written appeal.
d. Following the meeting with the parent/guardian/student, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the

parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be corrected within thirty (30) business days of the date the principal received the parent's written request for review.

4. **Director Level**
    a. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the principal's written notification of the site-level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
    b. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
    c. The parent, student, and teacher shall have the right to submit relevant documentation.
    d. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall allow the teacher to be present or to otherwise provide input.
    e. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school, and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be affected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, they may be administered in-person, via a virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the teacher to appropriately evaluate student achievement levels, which will support the student's academic growth while enrolled in our program.

Live Instruction

Teacher-provided live instruction is an essential component of our independent study program. Instruction occurs daily in the virtual classroom (Class Connect). Students are required to attend live instructional sessions as assigned by the staff, including the general education, special

education, intervention, and English- language development teachers. Sessions are required based on student need to ensure that all students are provided with the instructional support necessary to reach their full academic potential.

Failure to regularly attend and participate in assigned live instructional sessions (both in-person and virtual) may indicate that independent study is not an appropriate placement for your student.

Academic Conferences

Throughout the year, both you and your student(s) will meet with your teacher(s) via phone, online classrooms, and/or in person regularly. Student work may be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your student's success, voice concerns, discuss enrichment/honors projects, and review/evaluate your student's progress through his/her assigned coursework. Also, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, review of student work portfolios, and assessment. Academic conferences will take place, at a minimum, 3 times each school year. Academic conferences will occur upon enrollment, at the end of Quarter 1 and end of Quarter 3.

Your teacher will work with you to arrange the date, time, and location of all meetings. If an in-person conference is necessary, it will take place at a location that is mutually agreeable to both you and your teacher. It is both your and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. Failure to meet with your child's teacher may indicate that independent study is not the appropriate placement for your student and may result in your student's withdrawal.

Your teacher will use these meetings to:

- Review assigned work completed by your student during the learning period;
- Review assessment results;
- Provide additional instructional support (as deemed necessary by the teacher);
- Discuss and assign work for the next learning period;
- Conduct academic evaluations/assessments, as needed, and provide you with appropriate feedback to ensure consistent academic progress/growth;
- Set and review goals.

Student Work Portfolios

To measure student achievement and growth and meet California independent study guidelines, student work portfolios will be created and maintained by your student's general education teacher. Your teacher will collect and evaluate your student's assignments on a frequent and regular basis during each learning period. Your teacher may request to receive your student's coursework by mail, Online School file sharing, email, and/or in-person academic conferences or meetings. It is imperative that you work closely with your teacher to submit all requested coursework for evaluation on a regular, ongoing basis. A portion of the collected coursework is stored as part of your student's cumulative file and is maintained at the CAVA, as required by the state of California.

Below are the qualifications for acceptable student coursework:

- Original student work, in the student's handwriting

- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit, and lesson number or assignment description
- Is reflective of work as assigned on the quarterly assignment plan and completed within the appropriate learning period/quarter
- Student work is evaluated and scored by the parent/learning coach using the provided answer keys, which can be found within the Online School lesson content or as supplied by your student's teacher
- Is submitted according to the deadlines established by the teacher

Failure to provide student work regularly as requested by staff may indicate that independent study is not the appropriate placement for your student.

ELEMENTARY ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)
Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim it as yours
- To submit an assignment to more than one course
- To copy from the text, website, or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons completed on the OLS that have not been completed by the student and evaluated by the learning coach

Plagiarism is the presentation of someone else's ideas or works as one's own. This constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

CONSEQUENCES:
1st offense – the teacher will remove credit for any assignment related to the offense. The teacher will conference with the parent and student regarding the offense and discuss the repercussions of additional offenses. The teacher will provide resources and support to help the student

succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) directly to the teacher within one week to receive credit.

2nd offense – the teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (for example complete assessments in the online classroom) to help support the student to become successful in the future. The student will not receive academic credit for the assignment(s).

3rd offense – the student may be withdrawn from CAVA and placed back in their school of residence. The incidents will be noted in the student's permanent file.

AVOIDING PLAGIARISM:
Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook,* and for formatting, questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

MIDDLE SCHOOL VISION

The Middle School program includes a community of educators, students, parents, and learning coaches who are working together to engage every student to ensure success in the standards-aligned curriculum. We recognize that each student is an individual with his or her unique way of learning. By actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, and by providing a positive environment, we will prepare our students for success beyond the classroom. To ensure all students have a successful academic plan set forth, we will continually provide feedback on academic progress supported by consistent monitoring and targeted instruction to promote student growth.

We view the Learning Coach (LC) as a vital partner in each student's education. The Learning Coach is to be working alongside each student, and providing clarity, support, and assistance as needed. Learning Coaches should review student work and aid students in understanding key concepts taught in the curriculum. Our teachers will gladly work with Learning Coaches to provide resources and instructional strategies if needed.

COURSE LEVEL PLACEMENT

California Virtual Academy offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided, as deemed appropriate by the student's assigned teacher.

MIDDLE SCHOOL COURSES

All middle school students are assigned math, language arts, science, history, physical education, art, and either careers, music, or world language*.

6th Grade	7th Grade	8th Grade
Math 06AE3 Summit Math 6 Math 06BE3 Summit Math 6	Math 07AE3 Summit Math 7 Math 07BE3 Summit Math 7	Math 08A Summit Math 8 Bridge Math 08B Summit Math 8 Bridge
ENG06AE3 Summit Language Arts 6 ENG06BE3 Summit Language Arts 6	ENG07AE3 Summit Language Arts 7 ENG07BE3 Summit Language Arts 7	ENG08AE3 Summit Language Arts 8 ENG08BE3 Summit Language Arts 8
HIST06A MS Summit World History I CA HIST06B MS Summit World History I CA	HIST07A MS Summit World History II CA HIST07B MS Summit World History II CA	HST08A Summit American History to the Late 1800s CA HST08B Summit American History to the Late 1800s CA
SCI06ADE3 Summit Earth Science SCI06BDE3 Summit Earth Science	SCI07ADE3 Summit Life Science SCI07BDE3 Summit Life Science	SCI08A Summit Integrated Science 8 CA** SCI08B Summit Integrated Science 8 CA**
OTH06 Summit Physical Fitness 6	OTH07 Summit Physical Fitness 7	OTH08 Summit Physical Fitness 8
ORN010E6 Online Learning: Middle and High School	ORN010E6 Online Learning: Middle and High School	ORN010E6 Online Learning: Middle and High School

Elective Options (choice of one) 1. ART07A Summit Intermediate World Art I (Semester 1) and MS Music (Semester 2) 2. CAR005-PBL Middle School Career Explorations 1 (Full year) WLG MS Spanish I or II (Full year)	Elective Options (choice of one) 1. ART08A Summit Intermediate World Art II (Semester 1) and 2D Art (Semester 2) 2. CAR007-PBL Middle School Career Explorations 2 (Full year) 3. WLG MS Spanish I or II (Full year) If completed CAR005 course in 6th grade, choice of 1: 1. World of Computing (Semester 1) and Web Design (Semester 2)	1. ART06A Summit Intermediate American Art II (Semester 1) and TCHO83A Animation I (Semester2) 2. WLG MS Spanish I or II (Full year) 3. CAR007-PBL Middle School Career Explorations 2 (Full year) If completed CAR007 course in 7th grade, choice of 1: 1. World of Computing (Semester 1) and Web Design (Semester 2) 2. CAR 095 – IT Explorations (HS full year course) 3. CAR017 – Business and Marketing (HS full year course) CAR015 - CAR 015 PBL AV, Art, Communications Explorations (HS Full year course)

* World Language (WLG) is a program that is offered to students; however, it is not a teacher-directed course, and students will **not earn** a letter grade or pass/fail.

World Language parent letter

** Summit Integrated Science CA A or B will include the required comprehensive sexual health and HIV prevention curriculum. Please see California Healthy Youth Act below.

*** Art courses are offered out of K^{12} grade-level order, to comply with California education standards.

Careers Technical Education (CTE) in Middle School

CTE courses are offered as an elective to middle school students who plan to transition into the Career and College Prep program at CAVA when they are high school students.

7th and 8th Grade students who completed CAR005 or CAR 007 – MS Careers Explorations 1 or 2 can choose to enroll in the High School Career Technical Education (CTE) course, Information Technology (IT) courses, and/or Business and Marketing (B&M) courses and earn High School course credits.

CTE and IT courses are as follows:

- CTE Courses (one year of coursework, total of 10 HS credits)
  - Semester 1 – World of Computing, 5 HS credits
  - Semester 2 – Web Design, 5 HS credits
- IT Course – CAR 095, Careers Explorations in Informational Technology, 10 HS credits
- B&M Course – CAR 017, Business and Marketing Explorations, 10 HS credits
- CAR 015 PBL AV, Art, Communications Explorations (10 HS Credits)

Physical Education

Education Code Sections 51210 and 51222 require up to 400 minutes of physical education every ten school days for students in grades six through eight. California Virtual Academy adheres to these California education codes and requires that each student complete assigned Physical Education lessons assigned on the student's daily plan in the Online Middle School, as well as a submitted PE Log accounting for the 400 minutes in each learning period.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the fall or spring semester as a part of the 8th-grade science course. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. "Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931). Legal Guardians may choose to opt their child out of Health 8.

"HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931).

Intensive Academic Support

As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them.

Mid-Year Enrollment

The curriculum course assignments build upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as an appropriate starting point in the student's English language arts, mathematics, history, and science curricular coursework. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

Instruction

The instructional time with your assigned teacher is the priority and the cornerstone of our middle school program. Teachers provide instruction to engage students in their learning through online delivery and instructional strategies that ensure the effectiveness and achievement of learning expectations.

Students are required to attend and participate in daily live instructional sessions, as assigned by the teacher. These may include:

- Homeroom

- Student Support Sessions
- Math
- English/Language Arts
- History
- Science
- Remediation and Extension
- Previous week Online Middle School lesson check-ins
- Literary book clubs/Writers' Workshops
- Individual instruction, as assigned by the teacher

Participation in class connect sessions is required of students, as assigned. Participation includes (but is not limited to) the use of the microphone, video, chat, exit tickets, etc. Participation will be factored into the earned letter grade for each core course.

MIDDLE SCHOOL PARENT-TEACHER ACADEMIC CONFERENCES

Throughout the year, both you and your child(ren) will regularly meet with your teacher(s) via online video conferencing and/or in person. These conferences are focused on the student's academic performance, opportunities for improvement, and strengths, as well as building relationships between the parent, student, and teacher. The conferences offer time for the parents to voice any concerns, obtain enrichment or remediation strategies, and review student's progress in grade-level content standards and coursework.

Your teacher will work with you to arrange the date, time, and location of all meetings. In-person academic conferences will occur at a mutually agreeable location for both you and your teacher. You and your teacher are responsible for providing at least 24 hours' notice should one of you become unavailable for the meeting. If an Academic Conference is canceled, your teacher will call to reschedule within the same learning period. An Academic Conference with your teacher may occur at least once every 20 days through video conferencing, in person, and/or by phone. However, depending on your child's level of need, your teacher may require you to meet more often.

Your teacher will use these meetings to:

- Celebrate academic growth and success.
- Review assessment data.
- Review student academic goals and collaborate on extensions to goals or develop support plans to meet goals.
- Review student's course assignments and progress.
- Provide additional academic support if your child is not meeting requirements.
- Assign work for the next learning period.
- Conduct assessments in core subjects as needed.

MIDDLE SCHOOL STUDENT ASSESSMENT

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) in measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments can be formal or informal in nature and include (but are not limited to):

- Beginning of the Year Universal diagnostic in reading and mathematics (BOY)
- Middle of Year diagnostic at the semester in reading and mathematics (MOY)
- End of year Growth Assessment in Reading and Mathematics (EOY)
- Common Formative Assessments (CFAs) in English/Language Arts and Math as assigned each learning period.
- Online Middle School lesson quizzes
- Weekly standards-based mastery quizzes
- Teacher-created assessments
- CAASPP Summative Assessments – state testing

Assessments are completed during live sessions. Students are required to use webcams during proctored assessments.

Throughout the school year, your teacher will appropriately assess students at various points, which will support students' academic achievement while enrolled in our program.

INDIVIDUALIZED LEARNING PLANS (ILPS)

Student accountability is an important component of our Middle School program. Individualized Learning Plans (ILPs) are an integral component to ensure that each student is on the correct path to enter and graduate from high school ready for further education and to ensure a successful future in their educational and career path. The ILPs for Middle School students include course lessons as assigned by their teacher through the Online Middle School (OLMS), required (and optional) live instructional sessions, progress towards individualized goals, and student participation expectations.

Teachers provide updated ILPs within the first week of each quarter.

PROGRESS IN COURSES – ASSIGNED WORK

The goal of CAVA Middle School is to educate your child. We cannot be successful if your child is not engaged and participating in school.

Attending an independent study program requires that students can complete work daily as outlined in the enrollment requirements and as scheduled by their classroom teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- Students will complete and/or submit all daily lessons in each course.
- Students will make continuous progress (actively engaged, completing assignments, and submitting assignments) in all courses.
- Students must submit coursework at the direction of the teacher.
- During travel time, the student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the assigned teacher before any travel that is more than one week, 2 weeks before travel.
- If a student is not actively participating, the administration may review for possible withdrawal for not meeting enrollment requirements.
- Students will use the assigned curriculum exclusively.

Student Work Portfolios

To meet California independent-study guidelines, student work must be submitted to your assigned teacher. Your CAVA teacher will assign and collect completed lessons from each of the courses your student is assigned during each learning period, called Teacher Graded Assignments (TGAs). Your teacher may request to receive your student's coursework via Online Middle School Assignments, e-mail, USPS mail, and during in-person conferences. It is imperative that you and your teacher work together to collect and evaluate the student work on a regular, ongoing basis. A small sample of the collected coursework is stored as a part of your student's file and is maintained at the CAVA office, as required by the state of California.

Below are the qualifications for acceptable student coursework:

- Original student work
- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit, and lesson number or assignment description
- Is reflective of work assigned and completed within the appropriate learning period
- Student work is evaluated and scored by your assigned teacher.
- Is submitted according to deadlines established by the teacher, and as indicated in the individual student plan on the Online Middle School.

Late Work

The belief and expectation of our faculty and school board is that our students will work to exceed their goals and personal expectations. CAVA faculty strives to support all students in this endeavor. The homeroom and partner teacher will work to support students with missing and/or late assignments. All missing assignments must be made up within the assigned quarter. Teachers will provide specified days for make-up work to be turned in before the end of each semester.

Middle School (6TH – 8TH grade) Grading

The CAVA Middle School Program ensures that each student will have access to the grade-level guaranteed and viable curriculum, and exit the school year with exposure to the grade-level high-priority standards. As teachers assign work in each core course, the Student Achievement Plans and course Curriculum Maps are required to be followed.

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, and Science.

Percentage Earned	Letter Grade Assigned
100 – 90%	A
89 – 80%	B
79 - 70%	C
69 – 60%	D
59% or below	F

Music, Art, Careers, Physical Education, and OLL will receive a Pass or Fail grade and are not included in the total Grade Point Average (GPA) for report cards.

World Language is not teacher-led and does not appear on the report card or receive a grade.

Percentage Earned*	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

Earned letter grades will be weighted with the following components for Math, English Language Arts (ELA), History, and Science.

- Course and Live Session Work
- Teacher Graded Assignments
- Assessments
- Opportunities for Extra Credit

Grade Category	Math	ELA	History	Science
Course and Live Sessions (45%)	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Common Formative Assessments (CFAs)	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Common Formative Assessments (CFAs)	Quizzes Notes	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Lab Participation
TGAs (25%)	Unit Test Part 2(s) Projects/presentations	Teacher Graded Assignments Writing Assignments	Unit Test Part 2(s) Writing Assignments	Teacher Graded Assignments Unit Tests Part 2(s) Lab Write-up
Assessments (20%)	Star360 Math (Combination of participation and growth) Unit Test Part 1(s)	Star360 Reading (Combination of participation and growth) Unit Test Part 1(s) Unit Test Part 2(s)	Unit Test Part 1(s)	Unit Test Part 1(s)
Engagement (10%)	Live Session work (including participation) Exit Tickets Notes	Live Session work (including participation) Exit Tickets Notes	Notebook	Live Session work (including participation) Exit Tickets Notes Lab Participation

Extra Credit (5%)	*Teachers have the discretion to offer up to 5% extra credit in each course Students enrolled in the Freckle ELA and/or Math Program have the opportunity to earn extra credit for completion according to the expectations.*

Grading Communication

Weekly student progress will be sent, via OLMS automated emails, each Friday to students and learning coaches showing student's current progress and course averages.

Grades are visible and updated weekly in the Online Middle School for each course, for students and parents to view.

Mid-Semester Progress Reports will be completed and provided to students by teachers at the end of quarters 1 and 3.

End of Semester Report Cards will be completed and provided to students by teachers at the end of semesters 1 and 2.

Grade Point Average (GPA) is based on the letter grades earned in the core courses of English, Math, History, and Science. The minimum GPA for the Principal's Honor Roll and National Junior Honor Society is 3.0.

Students who receive below 70% in Math and/or ELA on their final semester grade, may be required to attend summer school for additional academic support.

Report Cards and Progress Reports

Students are provided Progress Reports at the end of the first and third quarters and Report Cards at the end of each semester.

The Progress Report and Report Card will include the letter grade earned in each course, as appropriate to the middle school grading scale, as well as a short narrative provided by the child's teacher.

**Please refer to the program-specific information detailed above for the Middle School grading policies.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress consistently. Parents and students have constant access to view assignments and course grades through the Online Middle School. If a concern arises about a specific grade on an assignment or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are finalized and published, the education rights holder for the student may request a change of a student's grade only on the following grounds:

- Mistake
- Fraud
- Bad faith
- Incompetence

PROCEDURES

1) Notice of Process for Requesting a Grade Change

a) The grade appeal policy shall be included in the Parent-Student Handbook.
b) The grade appeal procedures shall be made available upon request to any student or educational rights holder.

2) Teacher level

a) Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
b) If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
c) If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the principal at the same time as the decision is provided to the parent.
d) If the teacher is no longer employed at the school, the parent may proceed directly to the middle school administrator.

3) Principal Level

a) In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
b) The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
c) The principal shall schedule a meeting via phone with the parent and shall allow the teacher to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parent's written appeal.
d) Following the meeting with the parent/guardian/student, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the

teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be completed within thirty (30) business days of the date the principal received the parent's written request for review.

4) Director Level

a) If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten(10) school days of the date of the principal's written notification of the site-level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
b) The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
c) The parent, student, and teacher shall have the right to submit relevant documentation.
d) The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall allow the teacher to be present or to otherwise provide input.
e) Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school, and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be affected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

GRADE LEVEL PROMOTION/RETENTION

California Virtual Academy expects all students to achieve proficiency levels in grade-level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

PROMOTION

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments, and other factors, including grade marks, as approved by the governing board of the school.

6TH TO 7TH GRADE

Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7TH TO 8TH GRADE

Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8TH TO 9TH GRADE

Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

RETENTION

The decision to retain a student in a grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in the current grade level for the following school year. California Virtual Academy does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was previously approved by the former school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, the current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Director or designee shall identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and language arts concepts
- Observation by teacher
- Universal assessment results
- Reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher before the deadline. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information

concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses;
- Reading Assessment results that indicate the student is 2 or more levels behind;
- Performance on universal and interim assessments indicates the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading;
- Prior year's CAASPP test results;
- Student's Responses to Intervention Plan and progress;
- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level;
- Attendance Review.

8th-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Summit ELA 9, and in math is Developmental Algebra. If a student would not be successful in the lowest-level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Director for review and consideration. The Director may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent-Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made according to the grievance policy and procedure outlined in this Parent-Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

ACCELERATION: MID-YEAR PROMOTION

The decision to promote a student mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the

year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end-of-year promotions to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade-level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

- Evaluation of reading ability and comprehension.
- Performance assessment results in both math and reading indicate the student is academically prepared to meet the rigors of academics at the new grade level (advanced at the current grade level).
- Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
- Current grades in all courses
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence that the student will master the current curriculum by year-end if the student is working one grade level above his or her current grade level.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns the teacher has or that the parent has expressed.
- If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why promotion is still in the best interest of the student.
- If the student is not on track to complete all courses at the grade level, he/she would be promoted, the teacher must provide a written explanation regarding why promotion is still in the best interest of the student.
- The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent-Student Handbook (pg. 42).

MIDDLE SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

Academic Dishonesty and Plagiarism:

- Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim it as your own
- To submit an assignment to more than one course
- To copy from the text, website, or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons completed on the Online Middle School (OLMS) that have not been completed by the student, evaluated by the learning coach, and submitted to the teacher, if assigned to do so.
- Posting school assignments or assessments on a public forum, with the intent to allow others to copy or access, or complete the work on the student's behalf

Plagiarism is the presentation of someone else's ideas or works as one's own. This constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st offense – the teacher will remove credit for any assignment related to the offense. The teacher will conference with the parent and student regarding the offense and discuss the repercussions of additional offenses. The teacher will provide resources and support to help the student succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) directly to the teacher within one (1) week to receive credit.
- 2nd offense – the teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (for example complete assessments in the online classroom) to help support the student to become successful in the future. The student will not receive academic credit for the assignment(s).

- 3rd offense – the student may be withdrawn and placed back in their school of residence. The incidents will be noted in the student's permanent file.

Avoiding Plagiarism:
Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook,* and for formatting, questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

ADVANCED LEARNERS PROGRAM (ALP)
The Middle School Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities, including interest projects, etc., to deepen and extend their learning in various areas. ALP students will:

- Develop inquiry-based projects around their passions;
- Conduct research to learn more about their project of choice;
- Create presentations to teach their fellow students in creative ways and present their finished products.

To participate in the Advanced Learner Program, students must be recommended by their teacher to meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above-grade-level skills
- Completing all assignments as indicated on the Individualized Learning Plan, including assigned projects, interim assessments, etc.
- Demonstrating mastery of most or all grade-level assessments

Honors Program

The Honors program provides a rigorous curriculum that challenges students to dive deeper into the study of all subjects. The Honors program provides students opportunities to participate in project-based learning sessions to dive deeper into grade-level content. Cross-curricular study opportunities are also provided throughout this pathway.

Placement in the Honors Program allows students an opportunity to develop skills that will prepare them for advanced placement (AP) courses and college-level work. These courses include engaging projects and writing assignments, requiring time management and organizational skills. Typically, successful Honors students are task-oriented, proficient readers, able to prioritize their time and have parental support.

Students are eligible to participate in the Honors Program based on their universal assessment scores (Star 360 Math and Reading), the student's grade point average (GPA) of 3.0 and above, from the previous term, as well as teacher and parent recommendations.

Foundations Program

The Math and English Foundations Program will be offered to 6th-grade students who exhibit gaps in their knowledge based on the end of the year (for rising 6th grade) and beginning of the year (new students) universal assessment screeners. Those who score in the urgent intervention range will be assigned to Foundations teachers and coursework. This program has been designed to help students develop the foundational knowledge needed to move towards proficiency in grade-level material in math and ELA core courses and be better prepared in moving on to the next grade level.

GRADUATION REQUIREMENTS

To prepare students for a rigorous post-secondary education, CAVA will prepare students to meet entrance requirements for the Universities of California by providing a course of study that aligns with the state's academic standards and meets or exceeds local district and state requirements.

Students enrolled in grades 9-12 at CAVA will carry and maintain a course load of at least 30 credits each semester (at least 6 high school courses, plus Online Learning) and maintain coursework that leads to graduation in the student's cohort year.**

All students who have not yet completed the minimum graduation requirements for math must be enrolled in a math course.

Students must remain on track to graduate in their cohort year. If the student is not on track to graduate in their cohort year, all coursework must meet graduation requirements. If the coursework required to graduate is less than 20 credits (4 courses), the student must maintain a minimum of 20 credits (4 courses) to remain enrolled.

Exceptions to the minimum course load can be made only in the following situations, and in no circumstance may courses be reduced by more than 10 credits (students must hold a minimum of 4 courses, plus Online Learning in all cases).

- Students with IEP or 504 plans that require a reduced course load or with equivalent specialized academic instructional minutes (at least 300 weekly SAI minutes per course reduction) may reduce their course load by up to 10 credits (2 courses) each semester, plus Online Learning.
- Seniors entering the Fall semester needing fewer than 60 credits to graduate may reduce their course load by up to 10 credits (2 courses). Students utilizing this option must remain in good standing and on track to graduate in their cohort year. If a student is not on track to graduate in the cohort year, all coursework must meet graduation requirements.
- Students with approved concurrent enrollments may reduce course load by one high school course for each college course taken, for a maximum of two courses. Students utilizing this option must remain in good standing and on track to graduate in their cohort year.

***Online Learning courses count toward overall graduation elective credits but are not applied toward the 30-credit minimum enrollment requirement each semester.*

Students will obtain 210 credits as detailed below to meet graduation requirements.

A. History/Social Science (30 Credits)
   a. Modern World Studies
   b. Modern US History

c. US Government and Politics (1 semester)
d. US and Global Economics (1 semester)

B. English (40 Credits)
   a. English 9
   b. English 10
   c. American Literature
   d. British Literature

Math (30 Credits) (3 years required/4 recommended for 4-year college entrance) (20 credits in Algebra 1 and Geometry are required)
   a. Algebra 1*
   b. Geometry
   c. Algebra 2
   d. Pre –Calculus
   e. Integrated Math
   f. Business and Consumer Math**

**Students who complete the two-year Algebra 1 program will earn 10 credits in Algebra 1 and 10 math elective credits to count toward graduation requirements in math.*
***Students who have completed Algebra I, Geometry, and Algebra II (or course equivalents), or students with IEP or 504 plans requiring this pathway are eligible to take Business and Consumer Math. Exceptions will be reviewed by the administration on a case-by-case basis.*

B. Lab Science (20 Credits) (2 years required/3 recommended for 4-year college entrance) 2 of the following (1-year Life/1 year Physical)
   a. Biology
   b. Physical Science, Earth Science, Physics and/or Chemistry

C. World Language or Visual and Performing Art (20 credits) – 2 years of a World Language (3 years recommended for 4-year college entrance) or 2 years of a Visual and Performing Arts or a combination of both
   a. Spanish 1, French 1
   b. Spanish 2, French 2
   c. Spanish 3, French 3
   d. AP Spanish
   e. Fine Art and Appreciation
   f. Music Appreciation
   g. Digital Arts I, II
   h. Image Design and Editing

D. Health (5 credits)

E. PE (20 credits)

F. Career Education (5 credits)

a. Career Planning Course
b. Career Pathway Introduction course
c. Career Explorations course

G. Electives (40 credits)

Courses may vary from year to year depending on the offerings available. Please contact your Guidance Counselor for additional information on Honors and Advanced Placement courses.

ACADEMIC PROGRAMS

The CAVA High School offers several academic program options to meet a variety of learner needs, including Advanced Placement, Honors, Credit Recovery, and Career Technical Education.

Advanced Placement/Honors

The CAVA High School offers several Advanced Placement (AP) and Honors level courses. All honors and AP courses are weighted with an additional point on the student's GPA (A=5, B=4, etc.). These courses adhere to strict due dates and overdue policies. Students complete honors and AP contracts upon entering the course that details each course's requirements. Honors and AP course offerings are provided in the course catalog updated annually and are offered at a minimum in math, English, history, and science each year.

English and Math Foundations

The Foundations program supports students as part of a Response to Intervention model in mastering high school level English and math standards. Coursework is primarily completed in live classes and supports the A-G approved course content in English 9 and years one and two of the two-year Algebra 1 course. Students who are not yet proficient in grade-level standards upon entering 9th grade are placed in the foundations' course for English and/or math based on state testing scores, school benchmark assessment, and teacher recommendation. These courses are required for students who qualify and count toward math and English graduation requirements as content electives. Students demonstrating mastery of content at grade level may be promoted from the course based on teacher recommendation and benchmark assessment results in the spring semester.

Credit Recovery Program

The CAVA High School works to ensure students who are credit deficient have multiple opportunities to make up missing credits and graduate on time with their cohort year. The Credit Recovery program is designed to help students work successfully through a course at their own pace with the support of a teacher as needed who will help the student take necessary steps to prevent further failing grades on the student's transcript.

Course Design: The credit recovery program provides an individualized and flexible means to recover credits quickly. Courses address essential state standards for college and career readiness, and each course is mastery-based. Students complete the unit assessment as the first assignment in each course. If the student demonstrates mastery of the unit assessment, the grade is entered into the gradebook and the student has completed that unit. If the student does not demonstrate mastery with a score of 70% or above, the student is required to complete the lessons and retake the unit assessment. If the student fails the assessment a second time, the teacher meets with the student to remediate unit content, and the student is allowed another retake. This allows students to efficiently move through a course, focusing only

on skills that are true areas of need. Courses in the Credit Recovery program do not meet A-G requirements. Courses offered are those required to meet graduation requirements in math, English, history, science, and PE.

Structure and Grading: The Credit Recovery courses use additive grading. Students start at 0 points and are rewarded by earning points for each successful assignment completed. This creates an atmosphere where students are encouraged to attempt an assignment up to three times to earn the greatest amount of points out of the three attempts. As students work through the content and earn points, their percentage in the course improves until the coursework is complete. This allows students to see their progress toward passing, in addition to how many points they need to pass the course. Upon completion of the course, students notify their teacher, and final grades (pass/fail) are assigned.

Credit Recovery courses are self-paced, but all coursework must be completed by the end of the enrolling semester when a final grade must be assigned. Courses will not be extended beyond the semester end date. Students must pace themselves to earn a passing grade by that time. The additive grading model allows students to monitor their current grade based on all completed and pending coursework in real-time, and then work with their teacher to determine how to prioritize and pace assignments to complete the course by the end of the semester.

Physical Education credit recovery requires a minimum of 30 hours of physical activity over at least six weeks in addition to course work to earn semester credit in the course. Students who do not meet the activity requirement cannot pass the course.

Student Supports: Each course is taught by a credentialed teacher who is available to students through email, phone, and office hours for support as needed. Students who are not making adequate progress in the course or who fail a unit assessment after completing lessons may be required to meet with the teacher for remediation or to develop and monitor a plan to ensure course completion.

Eligibility and Enrollment: To enroll in Credit Recovery courses, students must have previously attempted and failed the course. Enrollment is allowed throughout the first quarter of each semester with students added to courses every two weeks. Students who finish a course in the first quarter are eligible to enroll in another credit recovery course following completion of the first course, up to the last day of the first quarter of the semester. Students who are enrolled in 2 credit recovery courses in a semester may reduce to 5 non-credit recovery courses and homeroom (ORN) during the semester (any course changes must adhere to the course change/drop policy).

CAREER AND COLLEGE PREP

Career and College Prep at California Virtual Academies gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives to prepare for a career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

Students in the CAREER AND COLLEGE PREP program must complete each year of the program before moving on to the following year, for example, the Introductory Year must be completed before moving on to courses in the Concentration year, and courses in the

Concentration Year must be completed before moving on to the Capstone Year experience. For classes to count as part of the CTE experience, all pathway courses must be taught by a CTE-credentialed teacher for them to apply to fulfill pathway requirements.

CAVA utilizes a Project-Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in "real-world" projects. The projects require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in the CAREER AND COLLEGE PREP @ CAVA CTE program will follow one of the Industry Sector pathways below. Any courses that are taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in CAREER AND COLLEGE PREP @ CAVA will complete a careers exploration course that meets the Career Education graduation requirement."

Industry Sectors and Pathways available at CAREER AND COLLEGE PREP @ CAVA:

A. Business and Finance Industry Sector
   a. Business Management
   b. Finance

B. Marketing, Sales, and Services Industry Sector
   a. Entrepreneurship/Self-Employment
   b. Multimedia Marketing and Business

C. Information and Communication Technologies Industry Sector
   a. Game and Simulation
   b. Information Support and Services
   c. Networking

D. Health Sciences and Medical Technology Industry Sector
   a. Patient Care: Medical Assistant
   b. Healthcare Administrative Services: Medical Coding

E. Arts, Media, and Entertainment Industry Sector
   a. Design, Visual and Media Arts: Animation
   b. Design, Visual and Media Arts: Graphic Design
   c. Design, Visual and Media Arts: Digital Photography
   d. Design, Visual and Media Arts: Web Design
   e. Production and Managerial Arts: Multimedia Production

F. Public Service Industry Sector
   a. Legal Practices

CAREER AND COLLEGE PREP @ CAVA students will complete CAR003 Introduction to Career Prep lessons upon electing to participate in the CAREER AND COLLEGE PREP program, which is integrated into the Introduction to Online Learning Course. CAREER AND COLLEGE PREP @ CAVA students also participate in small group college & career readiness lessons.

CAREER AND COLLEGE PREP @ CAVA Concurrent Enrollment

CAREER AND COLLEGE PREP @ CAVA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow the steps outlined in the Concurrent Enrollment policy. In addition to the stated policies and requirements, all CAREER AND COLLEGE PREP @ CAVA students will be required to complete the Introductory year of their CTE program with the CAREER AND COLLEGE PREP @ CAVA. In addition, students must also complete their Capstone year courses with the CAREER AND COLLEGE PREP @ CAVA or through a dual enrollment equivalent course to be eligible for a Work-Based Learning and/or Internship experience supported by the CAREER AND COLLEGE PREP @ CAVA.

CAREER AND COLLEGE PREP @ CAVA Work-Based Learning/Internships

Eligible students must be enrolled in the Work-Based Learning course and will be required to work with the administration and their counselor on helping to secure a Work-Based Learning and/or Internship experience. CAVA and the CAREER AND COLLEGE PREP @ CAVA program will support this process but will not bear sole responsibility for providing these opportunities.

CAREER AND COLLEGE PREP @ CAVA Certifications

To be eligible for certification opportunities provided by the CAREER AND COLLEGE PREP @ CAVA, students must take the course leading to certification with the CAREER AND COLLEGE PREP @ CAVA as part of their pathway/program experience. Any course leading to industry certification opportunities that are taken outside of our program, will not be the responsibility of CAVA or the CAREER AND COLLEGE PREP @ CAVA to provide. This includes college courses taken as part of a dual enrollment experience that may lead to industry certification.

CAREER AND COLLEGE PREP @ CAVA Outings

CAVA will work to facilitate outings to provide opportunities for teachers, parents, and CAREER AND COLLEGE PREP students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to the curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school-sponsored event or outing.

Career & Technical Student Organizations

Participating in a CTSO may require some face-to-face meetings. These can occur in addition to other CTSO requirements.

Student Expectations

CAREER AND COLLEGE PREP @ CAVA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and

encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with the law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Online Learning Course

CAVA High School students will be enrolled in the Online Learning course each semester. Students participating in the Career Prep Academy @ CAVA will be enrolled in the program-specific CAREER AND COLLEGE PREP Online Learning course. This 2.5 credit course will be taught by the assigned homeroom teacher and will include study skills, time management skills, and social interaction. Students will use the course to keep track of important school-related events and deadlines (paperwork needed, CAASPP testing, etc.). Important information will be communicated throughout the course, and weekly attendance will be required. The course is given a grade of Pass/Fail.

Math Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student, and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

CAVA encourages every student to meet a-g requirements and graduate career and college ready. This placement policy recognizes that each student enters with different experiences and foundations in math. Each pathway presented below, as well as the full math sequence in each

grade level table, exceeds the minimum graduation requirements for math. All 11th-grade students who have not yet completed Algebra 2 are required to take a math course.

Please note, 12th-grade students who have not yet completed all Algebra 1 and Geometry requirements for graduation are required to consult with their counselor to evaluate graduation status and discuss options.

Two-Year Algebra Pathway

This pathway is designed to build a strong foundation in algebra standards necessary for success in college and career. The two-year algebra course pace allows students more opportunities to practice and apply algebra standards and skills and build confidence in math before moving into the geometry course.

Year 1: MTH107A/B: Algebra 1, Year 1
- MTH107A is 5 math elective credits
- MTH107B is 5 Algebra credits (equivalent to MTH128A) with successful completion of MTH107A

Year 2: MTH207A/B: Algebra 1, Year 2
- MTH207A is 5 math elective credits
- MTH207B is 5 Algebra credits (equivalent to MTH128B) with successful completion of MTH207A

Year 3: MTH208A/B: Geometry

Year 4: MTH308A/B: Algebra 2 *OR* MTH322A/B: Consumer Math
- Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).

One-Year Algebra Pathway

This pathway is designed for students who are proficient or advanced in math when entering Algebra. Students demonstrate proficiency by scoring a 3 or 4 on the state summative assessment in the prior year (SBAC) or by scoring proficient or advanced on the school-based formative assessment within 10 days of placement in Algebra 1. This pathway is necessary for those students who intend to take Pre-Calculus, AP Calculus, or AP Statistics. Students who have already completed Algebra upon enrollment are automatically placed in this pathway at the appropriate level based on the grade level placement chart.

Year 1: MTH128A/B: Algebra 1

Year 2: MTH208A/B: Geometry

Year 3: MTH308A/B: Algebra 2* *or* MTH322A/B: Consumer Math**

Year 4: MTH403A/B: Precalculus*** *or* MTH500A/B: AP Calculus*** *or* MTH510: AP Statistics***

** Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).*

*** MTH322 is not considered a core math course. 11th-grade students considered for this course scored a C or below in Algebra 1 or are not proficient in Algebra standards, therefore not prepared for Algebra 2.*

**** MTH308 is a prerequisite for this course*

9TH GRADE MATH PLACEMENT

Last Math Course Completed	Pre-Algebra/Grade 8 Math (Grade below B)	Pre-Algebra/8th Grade Math (A/B Grade)**	Algebra 1A (A/B Grade – Algebra 1B not attempted)	Algebra 1A (C/D Grade) OR (Algebra 1B not attempted)	Algebra 1 (Passing both semesters)
Suggested Full Math Sequence	+MTH107A/B +MTH207A/B MTH208A/B	MTH128A/B MTH208A/B **Path 1:**	MTH128B MTH208A/B **Path 1:**	+MTH207A/B MTH208A/B MTH308A/B OR	**Path 1:** MTH208A/B, MTH308A/B MTH403A/B

	MTH308A/B OR *MTH322A/B	MTH308A/B MTH403A/B OR MTH510A/B **Path 2:** *MTH322A/B	MTH308A/B MTH403A/B OR MTH510A/B **Path 2:** *MTH322A/B	*MTH322A/B	MTH500A/B OR MTH510A/B **Path 2:** MTH208A/B *MTH322A/B
Notes	*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2) followed by MTH403 or MTH510 (time permitting) +Students can be placed in the 1-year algebra pathway upon request if the math placement assessment demonstrates proficiency in course prerequisite standards. A placement assessment must be completed, and course change requested within 10 school days of the student's start date. **If a student does not feel prepared for the standard Algebra Series, the two-year algebra series is available. Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with a school counselor.				

10TH GRADE MATH PLACEMENT

Last Math Course Completed	**Algebra 1 (passing both semesters)**	**Pre-Algebra *OR* Algebra 1A** (failed)	**Algebra 1A** (A/B Grade – Algebra 1B not attempted)**	**Algebra 1A** (C/D Grade) ***OR*** **Algebra 1A CR** (Algebra 1B not attempted)	**Algebra 1B** (failed)
Suggested Full Math Sequence	MTH208A/B **Path 1:** MTH308A/B MTH403A/B OR MTH510A/B **Path 2:** MTH322A/B*	+MTH107A/B +MTH207A/B MTH208A/B	MTH128B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B
Notes	*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2) + Students can be placed in the 1-year algebra pathway upon request if the math placement assessment demonstrates proficiency in course prerequisite standards or the student has earned an A or B grade in Pre-Algebra. A placement assessment must be completed, and course change requested within 10 school days of the student's start date. **If a student does not feel prepared for the standard Algebra Series, the two-year algebra pathway is available. ^Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with a school counselor.				

11TH GRADE MATH PLACEMENT

	Previous Course is Algebra			
Last Math Course Completed	Algebra 1 (passed both semesters)	Algebra 1B (failed) Algebra 1A (passed)	Algebra 1A (failed)	Algebra 1A (passed) Algebra 1B (not attempted)
Suggested Full Math Sequence	MTH208A/B MTH308A/B OR MTH322A/B*	**Path 1:** +MTH207A/B MTH208A/B **Path 2:**	**Path 1 (failed 1A & 1B):** MTH126A/B (CR) MTH208A/B	**Path 1:** +MTH207A/B MTH208A/B **Path 2:**

		MTH126B/MTH322B MTH208A/B	**Path 2 (failed 1A but did not attempt 1B):** MTH126A/MTH128B MTH208A/B **Path 3 (failed 1A but passed 1B):** MTH126A/MTH322B MTH208A/B OR +MTH107A/B MTH208A/B	MTH322A/MTH128B MTH208A/B
Previous Course is Geometry				
Last Math Course Completed	Geometry (passed both semesters)	Geometry B (failed) Geometry A (passed)	Geometry A (failed)	Geometry A (passed) Geometry B (not attempted)
Suggested Full Math Sequence	**Path 1:** MTH308A/B MTH403A/B OR MTH510A/B **Path 2:** MTH322A/B*	MTH206B/MTH322B MTH308A/B OR MTH322A*	**Path 1 (failed A & B):** MTH206A/B MTH308A/B OR MTH322A/B* **Path 2 (failed A but did not attempt B):** MTH206A/MTH208B MTH308A/B OR MTH322A/B* **Path 3 (failed A but passed B):** MTH206A/MTH322B MTH308A/B OR MTH322A*	MTH208B/MTH322B MTH308A/B OR MTH322A*
Notes	*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2) + Students can be placed in the 1-year algebra pathway course upon request if the math placement assessment demonstrates proficiency in course prerequisite standards. A placement assessment must be completed, and course change requested within 10 school days of the student's start date. ^Students who have already passed Algebra 2 will be placed in MTH403 and should discuss additional options with a school counselor.			

High School Physical Education

Physical education is a required course for ninth and tenth-grade students or for those that have not yet met the physical education requirement. Students are to complete an average of 40 minutes of physical activity per day or a minimum of 400 minutes every ten school days. Students are responsible for performing the required physical activity minutes.

- PE-9: *OTH021 Personal Fitness I* and *OTH022 Personal Fitness II* course are on the K[12] Learning Management System (LMS). All 9th-grade students are enrolled in OTH021 and OTH022. The PE-9 student journals physical activity and completes PE assignments in their textbook and on the LMS. Weekly PE announcements will be messaged to students every Monday.
- PE-10: CS-Physical Education 10A and CS-Physical Education 10B is on the K[12] Learning Management System (LMS). All 10th-grade students are enrolled in CS-Physical Education 10A and CS-Physical Education 10B. The CS PE-10 student journals physical

activity and completes reading PE assignments on the LMS. All HS PE-10 communication is via course announcements, email, or phone.

- OTH026: Summit Physical Education is on the K[12] Learning Management System (LMS). This is a one-semester Physical Education course in which students develop an awareness of the fundamental components and principles of fitness. Any student who needs an additional PE course to meet physical education requirements or wants another semester of PE after completing PE-9 & PE-10 can enroll in this course for elective credit. The OTH026 student journals physical activity and completes reading PE assignments on the LMS.

Learning Coaches are responsible for monitoring and supervising the physical activity, as well as completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE, as well as alternate assignments for injured/sick students. Examples are provided in the PE course syllabus.

PROGRESS IN CLASSES

The goal of CAVA High School is to educate your child. We cannot be successful if your child does not participate in school.

Attending an independent study program requires that students complete work independently, as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- The student will complete and/or submit all daily lessons in each course
- The student will attend and actively participate in required class connect sessions, including but not limited to the use of the chat, microphone, webcam, and/or other tools for collaboration
- The student will make continuous progress (actively engaged, completing assignments, and submitting assignments) in each course
- The student will use the assigned curriculum exclusively
- The student must submit coursework at the direction of the teacher
- During travel time students must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the Homeroom Teacher before any travel that is more than one week.

If a student is not actively participating, CAVA may withdraw for not meeting enrollment requirements.

Class Connect Expectations

All students are expected to attend and fully participate in required Class Connects as scheduled. It is important for students to engage with their teacher and the content in each session to progress toward mastery of the subject matter, and the use of webcams contributes to classroom community and engagement in the session. Students are expected to have a working webcam and microphone to fully engage in the session and use these tools as requested by the teacher. When using a webcam, students and staff are expected to adhere to the CAVA Dress Code and Code of Classroom Etiquette. If students are unable to meet these expectations with the webcam during class, the student should fully participate in the session using the other tools available (chat, whiteboard, polling, etc.).

Alternatives to Earn Credit

Students demonstrating proficiency in a course may earn course credit through alternate means. This can include any combination of examinations, alternate assignments, projects, or other demonstrations of standards' mastery as required by the content teacher. Students must meet eligibility criteria to utilize this option. Eligibility may include equivalent work experience in the field of study, a similar course taken with no or partial credits earned, or completion of a higher-level course with a grade of A or B in the same content.

Late Work

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. CAVA faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers following the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

High School Grading Scale

Student grades will be determined based on how the student performs on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Research Papers
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students and parents can view grades in the grade book. Teachers, administrators, and parents also have access to grade information.

Grading scale:
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F 59% and below

GRADE APPEAL POLICY

The role of an effective learning coach and engaged student includes monitoring academic progress consistently. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible, or within 10 days of the assignment grade posting if the quarter has ended.

The final course grade earned by each student shall be the grade determined by the teacher when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within twenty (20) school days of the date that grades are issued the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

PROCEDURES

1) Notice of Process for Requesting a Grade Change

a) The grade appeal policy shall be included in the student handbook.
b) The grade appeal procedures shall be made available upon request to any student or educational rights holder.

2) Teacher level

a) Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within twenty (20) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
b) If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
c) If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of

the written request and decision to the principal at the same time as the decision is provided to the parent.

d) If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

3) Principal Level

a) In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade.

b) The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

c) The principal shall schedule a meeting via phone with the parent and shall allow the teacher to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parents' written appeal.

d) Following the meeting with the parent/guardian/student, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be completed within thirty (30) business days of the date the principal received the parent's written request for review.

4) Director of High School Level

a) If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director of High School or designated administrator. This written request must be made within ten (10) school days of the date of the principal's written notification of the site-level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director of High School may designate an appropriate administrator or panel of administrators to review the request.

b) The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.

c) The parent, student, and teacher shall have the right to submit relevant documentation.

d) The Director of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted, and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director of High School or designated administrator or panel shall allow the teacher to be present or to otherwise provide input.

e) Within twenty (20) school days of the Director of High School's receipt of the parent's written request for review, the Director of High School shall inform, in writing, the parent, student, teacher, school, and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed,

the grade change shall be affected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

HIGH SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

ACADEMIC DISHONESTY AND PLAGIARISM:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

SOME EXAMPLES OF THIS INCLUDE:

- To use another's work and claim it as your own
- To submit an assignment to more than one course
- To copy from the text, website, or another course material
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work
- Posting school assignments or assessments on a public forum, with the intent to allow others to copy or access, or complete the work on the student's behalf
- Using AI to artificially produce work and claim it as one's original assignment.

Plagiarism is the presentation of someone else's ideas or works as one's own. This constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

CONSEQUENCES:

- 1st Offense
    - The student will receive an official warning and be required to watch an information recording. The student will be allowed to resubmit the assignment after the student and

parent sign a behavior contract. The student will receive a zero on the assignment until the behavior contract and the revised assignment are submitted.

- 2nd Offense
  - The student will receive zero points for the assignment, and will not be able to resubmit it, which will result in a lower overall course grade on the grounds of academic dishonesty.
  - The teacher will notify the student and parent via email, and the school administration. Included in this mailing will be a copy of evidence of plagiarism or cheating.
  - The parents and student will be required to meet with the principal to discuss the Academic Integrity Policy and the consequences of additional infractions.
- 3rd Offense
  - The student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
  - The student and parent are required to conference with the principal to discuss the Academic Integrity Policy, the consequences of another infraction, and options for credit recovery.
- 4th Offense
  - The Parents and the student will be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism or cheating.
  - The student may be withdrawn from CAVA and placed back in the school of residence.
  - The incident will be noted in the student's permanent file.

AVOIDING PLAGIARISM:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. This also includes information generated and created for you from an AI resource. To avoid plagiarism with AI use, students should research further and find what sources the AI generator is using to create the work and cite the sources used. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook,* and for formatting, questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrator and may result in loss of credit and revoked access to the course(s).

CHANGE IN CLASS SCHEDULE

The school will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course before receipt of a transcript from the former district(s)
- Parent request
- Determination of the IEP team
- Level changes (standard, honors, AP)

CAVA will not allow new courses to be added to a student's schedule beyond the first ten (10) days of each new semester (except IEP team decision or completion of credit recovery course within the first quarter of term). All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

COURSE CHANGE DEADLINE

Our Counseling Team works with students to ensure adequate progress is being made in courses and toward long-term goals. There are times when a student and learning coach determine that a course level or course, in general, is not working well for the student. In those instances, the counselor or freshman support specialist works with the family to discuss options available which ultimately may lead to a dropped or changed course.

Students and Learning Coaches will have 10 school days after the start of the semester (or the student's start date in school) to request a course level change or request to drop a course. This deadline will be messaged and posted. Students must maintain a full course load (six classes in addition to Online Learning) and remain on track for graduation. Students wishing to change or drop a Math, English, Science, or History course may move to a course that meets the graduation requirements in the same content area. Requests for exceptions will be reviewed by the administration on a case-by-case basis.

CAVA2COLLEGE DUAL ENROLLMENT PROGRAM

CAVA has partnered with California colleges to offer the CAVA2College Program. The purpose of the CAVA2College initiative is to provide eligible CAVA high school students an opportunity to experience high-quality teaching and learning in selected virtual college courses to begin their journey toward the achievement of an associate degree and/or earn transferable credits to four-year universities. Students will be enrolled in courses that meet both high school and college requirements, allowing them the opportunity to earn dual credits. Students who have completed 10th grade (or higher) and meet all program entrance requirements are eligible to participate in the CAVA2College program. The college has agreed to waive the enrollment fee, health fee, and any tuition costs. Families are responsible for the cost of books and supplies.

The concurrent enrollment policy, below, will stand. Students will be required to take a minimum of four courses with CAVA, in addition to Online Learning. Time spent on college coursework does not count toward CAVA attendance credit. To be eligible for CAVA2College, students must have and maintain a minimum cumulative GPA of 2.8 and maintain it throughout the program. Compliance with attendance and communication policies will also be taken into consideration

when determining eligibility. Summer courses are 8 weeks in length. Fall and spring courses are 16 weeks in length. These may not align with the CAVA semester schedule.

CONCURRENT ENROLLMENT POLICY

The Board of Directors of the California Virtual Academies ("CAVA") adopts this policy on High School Concurrent Enrollment to permit high school students the opportunity to enroll in courses at a local community college or a high school site for educational enrichment. The purpose of the concurrent enrollment program is to provide advanced scholastic, educational enrichment opportunities for eligible students.

The intent in allowing concurrent enrollment is to provide high school students with an accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make up for failed high school classes or middle school classes) are not eligible.

Students with the intent to take classes to make up for classes previously failed in high school, and it is disallowed under concurrent enrollment.

POLICIES AND REQUIREMENTS FOR CONCURRENT ENROLLMENT

1. CAVA High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students are required to have a minimum GPA of 2.5 (the community college may have different requirements) and will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.
2. Students under 18 years of age must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor before enrollment each semester in which they wish to participate.
3. Students may only enroll in up to two courses per semester at the community college.
4. CAVA students who are concurrently enrolled in a community college are required to maintain enrollment in at least four (4) courses at CAVA. Exceptions to this requirement may be made on a case-by-case basis as follows: 1) if it is decided by an Individualized Education Plan ("IEP") team that a student shall not be enrolled in at least four (4) courses, and documented in the IEP, or 2) if the high school director or designee approves a reduction beyond the four (4) course minimum based on student progress towards graduation or other student-specific needs.
5. All coursework taken at the community college will appear on the student's community college transcript. If the coursework is pre-approved by the CAVA guidance counselor, the student will receive credit from CAVA on his or her high school transcript.
6. The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Community college faculty and staff are not expected to wait with students until their ride arrives. At times, classes may be dismissed early. Please note that CAVA shall not supervise or be otherwise responsible for the safety

of any CAVA student while they are on a community college campus pursuant to this Policy.

7. Students must adhere to all community college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies or contact the community college to request more information.

STEPS FOR HIGH SCHOOL CONCURRENT ENROLLMENT

1. Read the community college class schedule and choose a course you would like to take.
2. Get your parents' approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18). The form is available from the community college.
3. Mail or email the high school concurrent enrollment to your guidance counselor to obtain his/her signature and discuss your selection.
4. Once the concurrent enrollment form is signed and approved by the CAVA guidance counselor, complete an admissions application from the community college and take it to the community college's Admissions & Records Office along with the completed and signed high school concurrent enrollment form.
5. You may be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to be concurrently enrolled.
7. For your student to receive the concurrent credit, the CAVA office must receive the final transcript with the class taken from the community college.

COLLEGE ADMISSION REQUIREMENT

California Virtual Academy is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided to parents/guardians of students in grades 9 through 12. A list of CSU and UC websites to view high school courses that have been certified by the UC as satisfying admission requirements to CSU and UC is provided to all students via our internal email system and the counselor website https://sites.google.com/site/cavacounselor/home. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and CAVA-offered courses that meet the CSU and UC admission requirements please refer to the Strong Start website which is available at http://cava.k12start.com/. Also, these websites provide valuable information regarding college admission requirements and high school courses that have been certified by the University of California as satisfying California State University and the University of California admissions requirements: www.csumentor.edu and www.universityofcalifornia.edu/admissions/.

If California Virtual Academy is unable to offer a course that meets the A-G requirements set by the CSU/UC system, the school will provide students and their parents with options for meeting the A-G requirement. The student and parent can work with their guidance counselor and the

school principal to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, CAVA counselors will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with his/her counselor through the high school counseling center.

High School Counselors

Our counselors are here to help our students with questions and make sure that our students are successful. If you have questions regarding classes, schedule, or graduation requirements, please look in the Online School at your child's assigned teachers to find your assigned guidance counselor.

The most important job of the counselor is to make sure students are enrolled in the right classes, will be graduating promptly, and are successful in CAVA.

Specific Functions:

- Coordinate yearly course selections, course changes, and long-term 4-year selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents, and students regarding academic status
- Write college recommendations
- Conduct post-high school planning
- Distribute scholarship information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT, and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

Free Application for Federal Student Aid (FAFSA)

CAVA is committed to supporting students in accessing post-secondary opportunities by assisting students with the completion of state and federal financial aid applications. Per education code 51225.7, all students are required to complete the Free Application for Federal Student Aid (FAFSA), or those forms required for students eligible for the California Dream Act. CAVA will provide financial aid application resources and support to all families through Californiacolleges.edu, a free resource with interest inventories, college and career resources, and college and financial aid completion tools. All students will register for an account and work with counseling staff to complete the financial aid process. Additional assistance or referrals to outreach programs are available through the CAVA School Counseling website.

Information provided by parents, legal guardians, and students will be handled in compliance with FERPA and applicable state laws, regardless of immigration status or other personal information to fully protect all pupil and parent data. Legal guardians or adult students over the age of 18 may opt out of this requirement, and families unable to complete financial aid applications will be exempted. Opting out or exemption from this requirement will not affect a student's ability to graduate.

School Achievements and Awards

California Virtual Academy celebrates student achievement by offering several awards and recognitions.

Valedictorian Achievement: The student with the highest GPA in the graduating class of each CAVA school will be awarded a Valedictorian Medal. Students are notified of their valedictorian status before graduation.

Summa Cum Laude: A graduating student that receives a 4.0 or above overall GPA receives a summa cum laude honor at graduation.

National Technical Honors Society Achievement: Per National Technical Honors Society (NTHS) standards, NTHS students are given an NTHS achievement award at graduation if they have met eligibility requirements and participated in NTHS for two semesters before graduation.

National Honors Society Achievement: Per the National Honors Society (NHS) bylaws, an NHS student is given an NHS achievement award at graduation if they have participated in NHS for three semesters before graduation.

Honor List: All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49 receive an Honor certificate via mail.

High Honor List: All students (9-12) at the end of the fall and spring semesters that have received a 3.5 and above will receive a High Honor certificate via mail

Golden State Seal Merit Diploma: Students may be eligible to receive a high school diploma and have demonstrated mastery of the curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student.

State Seal of Biliteracy and Global Seal of Biliteracy: This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

RELEASE OF LIABILITY

My student has my permission to participate in any CAVA-sanctioned activity for the school year 2024-2025. This includes but is not limited to, field trips, park days, outings, testing, and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the CAVA activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge California Virtual Academy, its officers, employees, and agents from all liability, claims, or demands for any damage, loss or injury to the student, the student's property, or parent's property or myself in connection with participation in these activities, unless caused by the negligence of California Virtual Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks of participating in any athletic event.
Please make sure to notify the school if your child has had allergies, medicine reactions, or an unusual physical condition that should be made known to a treating physician or which could limit participation in outings or in-person events.

APPENDIX 1:
YOUTH SUICIDE PREVENTION

Information

California Virtual Academies recognizes that suicide is a significant public health challenge. As a result, we have developed a suicide prevention plan that prioritizes the safety and well-being of both students and staff. Through proactive education, staff training, mental health resources, and a supportive environment, we aim to create a culture of understanding and empathy where everyone feels valued and supported.

CAVA students are urged to alert staff if they are in distress, experiencing suicidal thoughts, or aware of others facing similar challenges.

National/Statewide Resources

- For an immediate, life-threatening emergency call 911
- Suicide Prevention Lifeline: Call / Text / Chat to **988**
  - Spanish and English
  - Chat online: https://suicidepreventionlifeline.org/chat/
- Care Solace: On-demand access to mental health referrals. Available 24/7 to all CAVA students, families, and staff
  - www.caresolace.com/caliva
  - (888) 515-0595

APPENDIX 2

EDUCATIONALLY RELATED MENTAL HEALTH SERVICES REFERRAL (SPECIAL EDUCATION ONLY)"

Introduction:

The purpose of the mental health referral process is to identify students whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering a referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have "emotional disturbance" as their identified disability.

*Please note ERMHS support is provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and the student may be referred to the 504 processes for counseling services or for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:

Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:

Mental health services are provided through a three-tier model:

*Please review progress as necessary to determine the possible end of services and/or if additional support is needed.

- Tier 1
  - Mild level of needs
  - Consider general education supports, such as Compass
  - New referral (SPED)
- Tier 2
  - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
  - Severe level of needs
  - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held, and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured.

Bullying and Harassment Incident Reporting Form

This form should be completed by the student/family.

Please send the completed form to your CAVA Principal.

Date: **Time:** **Reporting Person:**

Student Name (Target of the Bullying): **SID#:** **Grade:**

Name(s) of Alleged Bully:

SID#:

Grade:

Type of Bullying/Harassment (please check all that apply)

Physical Bullying (e.g., hitting, pushing)

Verbal Bullying (e.g., name-calling, teasing, threats)

Social Bullying (e.g., excluding, spreading rumors)

Cyberbullying (e.g., harassment through social media, texts, emails)

Harassment (e.g., sexual harassment, gender-based, racial/ethnic, disability)

Other (please specify):

On what day/time did the incident occur?

Where did the incident occur?

Please indicate if the incident occurred during a school-sponsored event:

Describe what occurred:

Names of staff or students who witnessed the incident:

Was the administration or school staff notified of this incident?
Name/title of administrator:
Date/time of notification:
How did you communicate your concern (email/phone/text):

Additional comments or anything else you would like to share:

Allegations of sexual or gender-based harassment must also be reported to Title IX Coordinator titleix@caliva.org.

Please note that while we take all allegations of bullying seriously. We are also committed to maintaining the privacy and confidentiality of all students involved. We will not disclose any personal information about other students, in accordance with our school's policies and regulations. Our primary