AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at San Joaquin

ORIGINAL

June 26, 2025
2:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128 Meeting ID: 344 627 9195
Alternate Locations:
New Jerusalem Elementary School District, 31400 S. Koster Road, Tracy, CA 95304
363 E Edison Street, Manteca, CA 95336
Alameda County Library, 395 Paseo Grande, San Lorenzo, CA 94580
245 W Jackson St, Hayward, CA 94544

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The California Virtual Academy at San Joaquin ("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). You may also email carobinson@caliva.org.

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) or emailing carobinson@caliva.org 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 San Joaquin 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 San Joaquin office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at __2:16_ P.M.

B. ROLL CALL

	Present	Absent
Ms. Penny Wilkins (Treasurer)	__X___	_____
Ms. Dana Taylor	__X___	_____
Ms. Michelle Breitmaier	__X___	_____
Ms. Victoria Cortez	_____	__X___

C. FLAG SALUTE

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 26, 2025** **2:00 PM**
During its Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _2:16__PM

Closing of Public Hearing: _2:17_PM

II. CLOSED SESSION

- *Moved to closed session at 2:17 pm*

CONFERENCE WITH LABOR NEGOTIATOR
Agency designated representatives:
April Warren, Head of School
Employee Organization: California Virtual Educators United (CVEU)

III. OPEN SESSION

- *Returned to open session at 2:21 pm*

Open Session Action Item:

Board Ratification of Collective Bargaining Agreement Between California Virtual

Academy at San Joaquin and CVEU. This closes negotiations for the 2025-2026 school year.

- **Tabled**

Ayes: No: Abstain:

Approved: ___ Witnessed:_____Date: _____

Name	Aye	No	Abstain	Absent	Moved	Second
Penny Wilkins						
Dana Taylor						
Michelle Breitmaier						
Victoria Cortez						

IV. 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.
- Scott Allen asked to have at least 1 solo teacher in 8th grade. Requested option for health care for summer to be paid in one payment. Request to use better technology for monitoring classrooms. Would like to teach more History in 8th grade.
- Melissa Ramirez stressed importance of our virtual charter school. Requested more flexibility and less required live sessions.
- Alicyn Henkhaus shared concerns regarding new high school schedule. Wants more time teaching Math to students.

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board meeting.
- Amy Maxwell shared academic year data highlights

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
- Dashboard Local Indicators
  Deanna Vallerga shared highlights
- Community Plan for the 25-26 School Year
  Leah Fellows shared plan summary

D. Approval of Previous Board Meeting Minutes
Moved: Michelle
2nd: Penny

APPROVED

V. 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.

- Recognition of resignation from Michelle Breitmaier
- Proposal to seat new board member, Caitlin Gale
  Moved: Dana
  2nd: Michelle
  - 3 ayes

VI. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan — BDRPT 01
- Tabled

Consolidated Application — BDRPT 02
- Tabled

FY 2025-26 Preliminary Budget — BDRPT 03
- Tabled

Ratification of Disbursements — BDRPT 04
- Tabled

Proposition 28: Arts and Music in Schools Annual Report — BDRPT 05
- Tabled

B. PERSONNEL

2024-25 Employment Agreements and Terminations — BDRPT 06
- Tabled

Employee Handbook — BDRPT 07
- Tabled

C. INSTRUCTION AND CURRICULUM

Comprehensive School Safety Plan — BDRPT 08
- Tabled

Family Engagement Policy — BDRPT 09
- Tabled

K-2 Universal Dyslexia Screener
- Tabled

BDRPT 10

Parent/Student Handbook
- Tabled

BDRPT 11

E. PUPIL SERVICES

None

VII. ITEMS SCHEDULED FOR INFORMATION

None

VIII. ADJOURNMENT

The meeting was adjourned at __2:59___ P.M.

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2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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 (EC) 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; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	100.9	97.9%	1.2%	0%	0.3%	0.6%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	N/A

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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. Families receive clear guidance on program expectations, communication channels, and navigating the online platform and resources efficiently. These personalized interactions with their onboarding coach, ensure 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, the school has implemented behavioral schoolwide expectations that clarify preferred social behaviors, offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in efforts with students. In addition, the school wide behavior expectations show students how they can be successful and allow all school staff members to proactively teach and provide students and parents with a positive message about behavior.

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, offer support 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 Meetings, 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. The LCAP Advisory Committee ensures 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and 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 bilingual engagement staff for Spanish-speaking families to provide support throughout the calendar year to expand opportunities for LEP families and provide an increased level of translation and interpretation support from a school staff member. Additionally, schoolwide forms and documents have been translated into Spanish, and the school's website includes a language toggle feature so that families can change the presentation of all information on the site to the language of their choice.

In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 230 languages, allowing for teachers and other staff to communicate with LEP students and families 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 Students with Disabilities, GE teachers and Education Specialists do targeted 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.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
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
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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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, 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Current Areas of Improvements

-Additional 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 to Care Solace for administrators, who can support families by initiating a warm handoff when needed. 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.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

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.

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.

CAVA is deeply committed to continuous improvement in our ongoing implementation progress of becoming a model Professional Learning Community (PLC) school and ensuring high levels of learning for every student. The school's PLC teams are dedicated to a focus on learning, collaborative work, and being results-driven. The PLC teams include:
-The Leadership Team: A team of leaders responsible for uniting and coordinating the schools' collective efforts across grade levels, departments, and subjects.
-The Guiding Coalition: A team of educators that is singularly responsible for leading PLC processes at the school, focusing on student learning, a collaborative culture, and results orientation. Team members serve to advise and support the Leadership Team and share as equals in the decision-making process.
-Professional Learning Teams: Teams composed of educators who share curriculum and take collective responsibility for students learning their common essential learning outcomes. Collaboratively, PLTs provide tier 1 and tier 2 instruction, support, intervention, and extension.
-Multi-Tiered System of Supports (MTSS) / Intervention Team: A team that focuses intensely on the individual needs of a department's most at-risk students: Diagnosing the cause of the student's struggles, determining the most appropriate intervention(s), monitoring progress, and revising intervention(s) as necessary.
-Schoolwide Student Study Team (SST): A multi-disciplinary team that assesses and makes recommendations for general education interventions and supports for students experiencing academic, speech/language, and/or social emotional/behavioral difficulties. This team determines when special education assessment is appropriate.

We have implemented dual enrollment programs, including the CAVA2College program, which offers dual enrollment for high school students. The school also offers Stride Career Prep (SCP), a career readiness education program, allowing students to receive a quality high school education while exploring a chosen career pathway and opportunities to earn certifications and training for college and career readiness. Sixth, seventh and eighth-grade students can participate in career exploration and technology courses that allow students to receive high school credit.

Through the schoolwide messaging platform (ParentSquare), digital parent-student handbook, social media, LC Community (social platform for CAVA parents/learning coaches), and the CAVA website, families understand their legal rights, have opportunities to build relationships, and are encouraged to advocate for students. The Family Teacher Organization (FTO) meets monthly with the goal to strengthen student support by increasing partnership between home and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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
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
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

Practices	Rating Scale Number
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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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 school-wide 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.

LCAP Survey – Feedback and Priorities

The top three rated priorities, based on the number of "High" ratings from parents, are:
1. Ensure students will graduate from high school
2. Recruiting, training, and retaining qualified teachers
3. Ensure that students attend school

Trends:
Expanded Access to Live Instruction -
Families continue to express appreciation for live, synchronous instruction, recognizing its role in enhancing student engagement and understanding. There is strong support for further expanding these real-time learning opportunities, especially for students who thrive with direct interaction and structured support.
Teacher Responsiveness and Communication -
Consistent, timely communication from teachers remains a key in student success. While parents value the efforts made so far, continued focus on prompt feedback and outreach is seen as essential to support student success and maintain strong family-school connections.
Strong Support from Special Education Staff -
Families shared positive feedback about the care and dedication of Special Academic Instruction (SAI) teachers. Their commitment to meeting the unique needs of students with disabilities is widely recognized and appreciated, reflecting a strong culture of inclusion and individualized support.
Valuing Transparency in the LCAP Process -
Parents emphasized the importance of being included in school planning and decision-making. Their input reinforces the value of maintaining open, transparent communication about how family feedback influences programs and priorities. This presents an opportunity to further strengthen trust and collaboration through clear, visible feedback loops.

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 Check-ins

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

- LC Community
- Emails
- Connection Calls
- Academic Conferences
- Student Support Sessions
- Graduation Plan Reviews
- 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on parent feedback, the school will:

-Continue Parent Engagement initiatives

-Continue to provide regular surveys and host Partner Engagement Meetings to share school goals and actions, gather feedback, and assess parental participation in school decision-making.

-Implement a new feedback system - A multilingual survey platform that allows anonymous text, audio, or video submissions via QR codes and links in ParentSquare. This system identifies key themes and informs targeted interventions.

-Launch On-Demand Informational Videos - Share short, accessible videos that explain LCFF, the LCAP process, and provide guidance on how to provide meaningful feedback. These can be accessed at any time to accommodate families' schedules.

-Provide time management tools, tech training, and resources to strengthen capacity.

-Further enhance onboarding and follow-up support for families, and provide additional parent workshops and technology-focused sessions.

-Communicate available, student-specific, research-based interventions delivered by specialized staff across varying levels of support.

-Add Science Camp for Rising 8th Graders focused on NGSS-aligned science learning and exploration.

-Offer High School After-Hours Academic Support - Provide courses in Geometry, Literature, A-G credit recovery, and graduation support to better serve students' diverse schedules and academic needs.

Continue implementing a collaborative SEL plan that involves teachers, students, staff, and parents.

-Increase student interaction through Class Connect sessions, clubs, K12 Zone activities, and in-person events.

-Improve ISP Reimbursement Processes

-Enhance communication to increase awareness of the Internet Service Provider (ISP) reimbursement and reduce delays in verification.

-Attendance Support: Increase attendance team staffing to match enrollment growth.

-Add staff to better serve students experiencing homelessness or housing instability.

-Increase Family Feedback Participation - Reach out to families who have not participated in feedback opportunities to identify and remove barriers.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance that teachers and staff provide, as well as 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 comprehensive curriculum, which offers a wide range of courses and effective teaching methods. 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.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Criteria - Met

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

The 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 invited to participate in the survey during the spring of the 2024-2025 school year.

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

Scoring Scale:
All questions on the parent and student (grades 7, 9, 11) surveys use a 5-point scale:

- Frequency scale: Never, Sometimes, Often, Almost Always, Always
- Likert scale: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree

In contrast, the student (grades 2 & 5) survey uses a 4-point scale:

- Frequency: Never, Sometimes, Almost Always, Always
- Likert: Strongly Disagree, Disagree, Agree, Strongly Agree

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STUDENT SURVEY
GRADES 2 and 5
Domain Student Staff Caring Relationship
Domain average score on a 4 point scale 3.6
Domain School Safety
Domain average score on a 4 point scale 3.5
Domain School Connectedness
Domain average score on a 4 point scale 3.1
Domain Student Peer Relationships
Domain average score on a 4 point scale 3.4
Domain Physical and Emotional Safety
Domain average score on a 4 point scale 3.6
Domain Harassment and Bullying
Domain average score on a 4 point scale 3.7
Domain Self-Management
Domain average score on a 4 point scale 3.4

GRADES 7,9,11
Domain Student Staff Caring Relationship
Domain average score on a 5 point scale 4.4
Domain School Safety
Domain average score on a 5 point scale 4.4
Domain School Connectedness
Domain average score on a 5 point scale 4.4
Domain Student Peer Relationships
Domain average score on a 5 point scale 4.1
Domain Physical and Emotional Safety
Domain average score on a 5 point scale 4.6
Domain Perceived Safety
Domain average score on a 5 point scale 4.6
Domain Harassment and Bullying
Domain average score on a 5 point scale 4.3
Domain Substance Use
Domain average score on a 5 point scale 4.2
Domain Self-Management
Domain average score on a 5 point scale 4.2

PARENT SURVEY – Grades 2,5, 7, 9, 11
Domain Student Staff Caring Relationship
Domain average score on a 5 point scale 4.4
Domain School Safety
Domain average score on a 5 point scale 4.5
Domain School Connectedness
Domain average score on a 5 point scale 4.5
Domain Student Peer Relationships
Domain average score on a 5 point scale 4.2
Physical and Emotional Safety
Domain average score on a 5 point scale 4.6
Domain Harassment and Bullying
Domain average score on a 5 point scale 4.4
Domain Self-Management
Domain average score on a 5 point scale 4.3
Domain Perceived Safety
Domain average score on a 5 point scale 4.7

Domain Substance Use
Domain average score on a 5 point scale 4.0

Participation:
During the 2024–2025 school year, response rates showed notable year-over-year increases across all respondent groups. Among 2nd and 5th grade students, the response rate rose to 21.31%, reflecting a 9.96% increase from the previous year's rate of 11.35%. Parent and guardian participation also improved significantly, with a response rate of 20.72%, up 11.71% from 9.01% in 2023–2024. The most substantial growth was observed among 7th, 9th, and 11th grade students, whose response rate reached 37.71%, a 16.11% increase over the prior year's 21.6%. While this is an increase from the previous school year, we will continue to strategize ways to increase parent and student participation in the climate survey.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall Takeaways

Strengths: Students and parents feel that safety, caring relationships, and emotional security are strong.
Challenges: School connectedness and peer relationships could be improved, especially for younger students.

TRENDS for Grade 2 and 5
Highest scoring areas
-My teacher thinks that I can do well in school
-My teacher treats me with respect
-Teachers make it clear that bullying is not OK
-I feel safe at school
-Adults treat students fairly

Lower scoring areas (relative to others):
-My teacher asks me about what I want to learn in school
-I get a chance to help other students at school
-Students follow school rules

Overall, students feel safe, respected, and supported by teachers, but there is less student voice in learning choice, and peer collaboration/helping opportunities could be strengthened.

Grade-Specific Trends
Grade 2 students tended to score slightly higher than Grade 5 students in:
-Enjoyment of learning
-Enjoyment working with other students
Grade 5 students gave higher scores in:
-Feeling teachers are responsive to bullying
-Feeling respected by teachers
*Both grades are positive overall, but Grade 5 students may be slightly more critical of engagement and learning enjoyment compared to Grade 2 students.

Key Strengths
- Students feel teachers are supportive
- Students feel respected by teachers

-Clear anti-bullying messaging
-Students feel safe are treated fairly

Areas for Improvement
- Less student choice in learning

-Limited peer helping opportunities

TRENDS for Grades 7, 9, 11
Highest scoring areas:
-Adults want students to do their best
-School is welcoming to parents and families
-School encourages respect for others
-Students feel safe at school
-Adults believe every student can be successful
Lower scoring areas:
-Learning ways to manage stress
-Students enjoying working together
-Student input on class activities and school events
-Opportunities for peer collaboration

Overall, students feel safe, supported, and respected, but stress management support and peer collaboration could be strengthened further.

Grade-Specific Trends
-Grade 7 students gave slightly higher ratings for collaboration and stress management.
-Grade 9 students rated school safety and fairness highest.
-Grade 11 students showed slightly more critical responses, especially around collaboration.
As students get older, their perceptions of collaboration and emotional support tend to decline slightly. Stress management support appears consistently lower across all grades.

Key Strengths
- Students feel supported by adults
- Students feel the school is safe and respectful
- Adults encourage high expectations and cultural respect

Areas for Improvement
- Increase instruction/support around managing stress
- Provide more opportunities for peer collaboration
- Enhance authentic student voice and leadership

All Grades - Comparison from 23-24 SY to 24-25 SY
Maintained Strengths: Safety, staff-student relationships, and anti-bullying efforts continue to be strong points.
Ongoing Challenges: School connectedness and peer relationships

Additional Analysis:
Grades 2 and 5- Student Responses
Strengths:
Teachers are seen as supportive, respectful, and encouraging
Challenges:
A desire for more collaboration and support among classmates
Need for more engaging peer-to-peer experiences

Grades 7, 9 & 11 - Student Responses
Strengths:
High scores on teacher support, emotional safety, and student accountability
Challenges:
Need for more engaging peer-to-peer experiences

Parent Responses
Strengths:
Positive feedback about maintaining a safe and supportive environment
Challenges:
Focus on helping students build social-emotional skills and friendships

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Grades 2 and 5
Students in grades 2 and 5 feel safe, respected, and supported by teachers, but student voice in learning choice and peer collaboration/helping opportunities could be strengthened.

Here are the next steps for grades 2 and 5 based on trends identified:
1. Continue to Strengthen Student Voice and Choice
    - Action: Incorporate more opportunities for students to select topics, projects, or activities within lessons, allowing students to have a greater role in shaping their learning.
2. Continue to Increase Peer Collaboration and Helping Opportunities
    - Action: Integrate structured partner or small group activities during live sessions (e.g., breakout rooms, team projects).
3. Continue to Reinforce Positive Behavior Expectations
    - Action: Regularly review BEAR expectations in a positive, proactive way at the start of sessions.
4. Continue to Maintain and Celebrate Strengths
    - Action: Continue to emphasize teacher support, respect, safety, and anti-bullying messaging and share positive survey feedback with staff and students.
5. Continued Focus Areas for Professional Development
-Building virtual community and collaboration
-Three signature practices to boost belonging and engagement

Grades 7, 9, and 11
Overall, students feel safe, supported, and respected, but stress management support and peer collaboration could be strengthened further. As students get older, their perceptions of collaboration and emotional support slightly decline. Stress management support appears consistently lower across all grades.

Here are the next steps for grades 7, 9, and 11 based on identified trends:
1. Continue to Offer SEL Supports
    - Action: Integrate stress management techniques (mindfulness, time management, coping strategies) into advisory sessions or live classes.
2. Additional Student Collaboration Opportunities
    - Action: Plan more interactive projects, breakout room discussions, and peer-led learning activities.
3. Continue to Strengthen Student Leadership and Voice
    - Action: Offer additional forums (e.g., student panels, surveys, leadership clubs) for students to provide feedback on school activities and initiatives.
4. Continue to Maintain and Celebrate School Strengths
    - Action: Continue practices that promote a supportive, respectful, and welcoming school culture. Recognize staff efforts through newsletters, staff meetings, and awards.

Access to a Broad Course of Study (LCFF Priority 7)

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:

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. (response limited to 1,500 characters)

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, and 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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

In each review period, at the TK-8 level, 100% of students are enrolled in core subjects; language arts, math, science, and history, with most students taking at least six courses. Additionally, TK-8 students engage in courses that provide remediation, enrichment, and opportunities for deeper learning beyond the core curriculum.
At the high school level, students consistently enroll in a range of academic pathways, including college preparatory, honors, Advanced Placement (AP), and credit recovery courses. Students also have access to Career and Technical Education (CTE) programs, which have been implemented at both the high school and middle school levels.
Students across all grade levels are enrolling in electives in addition to their core coursework, ensuring a well-rounded educational experience.

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. (response limited to 1,500 characters)

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? (response limited to 1,500 characters)

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-on (SSO) experiences to reduce barriers that impede student access due to multiple student logins.
The school strives to offer additional electives in the CTE category (including a new high school "Legal Practices" pathway, under Public Services) 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). In advance of new state mandates, Ethnic Studies, and Personal Finance options are now available to CAVA high school students. Math and Literacy Lab courses continue at the high school to support struggling 9th and 10th graders with foundational skills in math and/or ELA course(s). Math and ELA teachers and leaders have been working over the summer and during the school year to continuously evaluate data, improve course materials, and ensure effective implementation of the program. Also at the high school, after-hours sessions were offered (with credentialed teachers) for our ELD students and students with unstable housing, to support their work in A-G courses.

From:	Michelle Breitmaier
To:	Robinson, Casey (CAVA Admin); Warren, April (CAVA-LA Admin); Jason Jones
Subject:	Re: June Board Meeting
Date:	Friday, May 9, 2025 9:05:19 AM
Attachments:	image006.png Outlook-School Log.png Outlook-facebook.png Outlook-twitter.png Outlook-linkedin.png Outlook-instagram.png

CAUTION:This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning, I can make any of those dates work. I also wanted to let you know that at this meeting I will be resigning from the board as I am resigning my position with New Jerusalem effective June 30. I am working with Superintendent Reis at New Jerusalem to bring forward my replacement. We will have that person available at the June board meeting. Please let me know what that person will need to present at the meeting (resume, etc.).

Thank you for allowing me to serve your community the past year as an appointed board member.

Thanks,

Michelle Breitmaier

Director of Compliance/ELOP/Safety
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Caitlin Gale

Professional Experience

Director of Virtual High Schools *Delta Charter Online and Delta Keys Charter, TRACY, CA July 2024 - Present*

- Principal for Delta Charter Online, Delta Keys Charter and Delta Charter Independent Study and Hybrid
- Academic Counseling Services for Delta Charter High School
- WASC Coordinator
- Renewal Petitioner for DCO and Keys

Principal *Delta Charter Online and Delta Keys Charter, TRACY, CA November 2023 - Present*

- Principal for Delta Charter Online, Delta Keys Charter and Delta Charter Independent Study and Hybrid
- Academic Counseling Services for Delta Charter High School
- WASC and DASS preparation

IS Lead and Counselor *Delta Charter High School, TRACY, CA August 2021 - November 2023*

- Preparation of Academic Plans and Schedules for IS students and Development of Hybrid Program
- Training independent study teachers on academic and social emotional support for students and available resources

Online Teacher *Delta Charter High School, TRACY, CA August 2019 - June 2020*

- Online Teacher Grades 9-12

Teacher *Delta Charter High School, TRACY, CA August 2012 - May 2019*

- Onsite teacher for Physical Science, Rhetoric and Argumentation, Competitive Speech and Debate, Freshman Graduation by Exhibition (GBE)
- **Speech and Debate Coach** *Delta Charter High School, TRACY, CA August 2012 - July 2019*
- Speech and Debate Coach at Delta Charter High School and New J Middle School Team
- Diamond Award. Served as League President for 6 years, District Committee Member 5 years, IEP chair 1 years

Educational Experience

Bachelor Degree in Liberal Studies, Emphasis in Biological Life Sciences
San Francisco State University, San Francisco August 2008 - June 2012

Masters of Science in School Counseling
National University August 2022 - July 2024

Contact:
209 E EMERSON AVE Tracy, CA
cgale@njes.org
209-597-8493

Credentials:

Clear Single Subject, General Sciences

English Authorization

Pupil Personnel Services, School Counseling

Preliminary Administrative Credential

Skills:

Academic Advising

Program Development

College Prep Scheduling and Class Development

Social Emotional Skill Development

Team Building

Mentorship

CG