ORIGINAL

AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at Sonoma
February 26, 2026
12:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128
Meeting ID: 344 627 9195
Alternate Locations:
1425 Stewart Dr., Fairfield, CA 94533
2130 Millwood Ct., Santa Rosa, CA 95403
Liberty School District, 170 Liberty Road, Petaluma, CA 94952
307 San Marcus Drive, Vallejo CA. 94590

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The California Virtual Academy at Sonoma ("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. In the event a member of the public speaks to the Board in a language other than English, their allowed public comment time will be doubled to allow time for translation of their comments.

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. 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 Sonoma 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 to participate in Board meetings are invited to contact California Virtual Academy at Sonoma office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 12:00 P.M.

B. ROLL CALL

	Present	Absent
Ms. Glenda Caddle (President)	X	
Ms. Janell Smiley	X	
Ms. Joyce Campbell (Secretary)	X	
Ms. Tenisha Farr	X	

C. FLAG SALUTE

- Led by Elsa (Student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: February 26, 2026 12:00 PM
During its Regular Board Meeting

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

SUBJECT: Local Control Accountability Plan

Opening of Public Hearing: 12:01 PM

Closing of Public Hearing: 12:03 PM

- **Melissa Ramirez (Parent)**: Melissa thanked Leah for holding the LCAP Advisory Planning Meetings and expressed appreciation that the LCAP updates were posted online promptly. She inquired about the connection between MTSS and the detailed LCAP expenditures and requested greater transparency regarding the specific job titles and salaries funded through these allocations. She noted that parents have been told that teachers are being paid from these funds and stated she would like to see official documentation confirming those positions. She concluded by thanking the team again for posting the LCAP updates and shared that she looks forward to seeing the approved version posted online soon.

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.

- **Nicole Piper (CVEU President)**: Nicole stated that educators are overworked and underpaid. Nicole expressed concerns about the strength of the current curriculum, noting that it allows opportunities for academic dishonesty. Nicole also shared that systems such as Canvas and PowerSchool are not functioning as effectively as previous platforms, creating additional work for teachers to complete basic job responsibilities. While acknowledging that K12 has held feedback sessions, Nicole stated that many issues remain unresolved more than halfway through the school year.

Nicole further noted that special education educators are frequently participating in IEP meetings while also managing live instruction. Nicole asked the Board at what point these concerns would be addressed and stated that the Board has a responsibility to evaluate whether the contract with K12/Stride is adequately serving educators. Nicole suggested the possibility of investing funds differently, including updating curriculum and selecting technology platforms that better meet the school's needs, and encouraged the Board to consider changes to better support teachers.

- **Melissa Ramirez (Parent)**: Melissa thanked everyone for attending the meeting and requested that Board meetings be recorded and made available to all families to improve access and transparency. Melissa addressed concerns regarding student safety and attendance rates, noting that many attendance challenges are influenced by students' personal circumstances. Melissa suggested that attendance should be reported directly to attendance clerks and technical issues to the technology department, rather than requiring teachers to manage those matters.

Melissa also asked that administrators include their names on documentation sent to parents instead of using "CAVA Administration" to increase accountability and clarity. Melissa expressed concern about the amount of testing students are required to complete, stating that it limits instructional time and direct engagement with teachers. Melissa encouraged the Board to further examine these issues and make changes to better support students. Additionally, Melissa recommended developing a more streamlined system that enables families, students, and administrators to collaborate more effectively in identifying and accessing student resources, including tutoring and other academic supports.

- **Teresa Vazquez (Parent)**: Teresa shared that Canvas has been difficult for her students this year and noted that, due to recent changes, more students have been receiving support through their IEPs.

Teresa stated that she has attended previous meetings to request changes to the science curriculum. She expressed concern that the sixth- and seventh-grade science curricula appear to be identical and shared that her son lost interest in seventh grade because the material felt repetitive. Teresa asked the Board to review and update the sixth- and seventh-grade science curriculum for the 2026–2027 school year to ensure it is grade-level appropriate, rigorous, and not repetitive.

Teresa also requested that Board meetings be made more accessible and transparent by making meeting information easier to locate in advance, providing closed captions or transcripts, and recording meetings for later viewing. Additionally, Teresa asked the Board to consider implementing monitoring software in classrooms.

Teresa thanked and encouraged Board members for their efforts in supporting parents and stakeholders and urged them to ask thoughtful questions and consider the needs of all students when making decisions.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- Katrina Mohamed: Update on Canvas and PowerSchool – all systems have remained stable, K12 teams meet with vendors to enhance and release new things in the system, majority of shipments and supplies are arriving within expected window.

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- LCAP mid-year review
  Sara Neuenschwander: shared summary

D. Approval of Previous Board Meeting Minutes

- Minutes from 12/09/25 meeting
  - Moved: Glenda
  - 2nd: Joyce

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

Local Control Accountability Plan
- No questions asked.

BDRPT 01
APPROVED

FY 2025-26 Second Interim Budget Update
- No questions asked.

BDRPT 02
APPROVED

Ratification of Disbursements
- No questions asked.

BDRPT 03
APPROVED

B. PERSONNEL

2025-26 Employment Agreements and Terminations
- Glenda asked whether the recent terminations were due to a decline in student enrollment or if the positions would be replaced.

BDRPT 04
APPROVED

April responded that there has not been a drop in student enrollment and that the individuals who are leaving will be replaced.

C. INSTRUCTION AND CURRICULUM

School Accountability Report Card
- No questions asked.

BDRPT 05
APPROVED

Immigration Compliance, Enforcement Response, and Student Protection Policy
- Glenda asked whether the policy is enforced by the state. April confirmed that the policy is enforced by the state.

BDRPT 06
APPROVED

State Minimum Graduation Requirements Policy
- Glenda asked for more details on the policy.

BDRPT 07
APPROVED

Sara Laurent explained that the policy presented at the December board meeting was under Assembly Bill – ABA 181 and applied only to students with an IEP using a CAA. The current policy, however, allows the governing board to establish its own criteria for eligibility. It applies to credit-deficient students who have qualifying circumstances such as extended health-related challenges, chronic absenteeism, high mobility, barriers related to an IEP, or English Learners who experienced transitions affecting credit accumulation.

Glenda asked if students who qualify under these circumstances would still be allowed to graduate.

Sara Laurent confirmed that they would. This policy ensures students can earn a high school diploma while meeting the state minimum requirements. Typically, students opting into this program may need additional years, such as a fifth or sixth year to accumulate the necessary credits, but it provides support to help them graduate on track with their cohort while still adhering to state requirements.

D. **PUPIL SERVICES**
None

V. ITEMS SCHEDULED FOR INFORMATION

- Next scheduled board meeting is **Tuesday, June 9, 2026**

VI. ADJOURNMENT

The meeting was adjourned at _12:39_P.M.

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Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description
Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.6 below English Learners** 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American 124.9 below Hispanic 81.8 below White 44.5 below	2024 28.9 below English Learners** 66.1 below Long-Term English Learners** 120.9 below Student with Disabilities* 124.9 below Socioeconomically Disadvantaged 47.5 below Homeless** n/a African American 55.3 below Hispanic 46.7 below White 31 below Asian** 46.7 below	2025 17.9 below English Learners 46.5 below Long-Term English Learners** 29.2 below Student with Disabilities 91.1 below Socioeconomically Disadvantaged 36.7 below African American 49.3 below Hispanic 23.4 below White 0.5 below Asian** 20 below Two or More Races 3 below	See Year 2 Outcome	At standard
1.2	Mathematics CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 67.5 below English Learners# 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American* 124.9 below Hispanic 81.8 below White 44.5 below	2024 66.6 below English Learners** 87 below Long-Term English Learners** 167.2 below Student with Disabilities 151.1 below Socioeconomically Disadvantaged 77.8 below Homeless** n/a	2025 26.5 below English Learners 48.5 below Long-Term English Learners** 22.3 below Student with Disabilities 109.4 below Socioeconomically Disadvantaged 42.2 below African American 43.1 below Hispanic 34.2 below	See Year 2 Outcome	At standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*Red Dashboard Indicator #Not a significant student group	African American 113.5 below Hispanic 81.8 below White 73 below Asian** 9 below	White 8.7 below Asian** 32 below Two or More Races 22.2 below		
1.3	CA Science Test Source: Dataquest	2023 26.3% Student with Disabilities 13.3% Socioeconomically Disadvantaged 19.9% African American 10.6% Hispanic 20.3% White 33.8%	2024 50.9 English Learners** 42.6 Student with Disabilities** 38.2 Socioeconomically Disadvantaged 48.2 African American** 40.2 Hispanic 47.2 White 52	2025 56.9 English Learners** 47.9 Long-term English Learner** 41.6 Student with Disabilities** 42.6 Socioeconomically Disadvantaged 52.6 African American** 54 Hispanic 50.6 White 62.9	See Year 2 Outcome	50%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.7% Student with Disabilities** 0.0% Socioeconomically Disadvantaged 12.3% African American** 6.3% Hispanic 15.8% White* 9.7%	2024 12.4% Student with Disabilities** 4.2% Socioeconomically Disadvantaged 11.2% African American** 12.5% Hispanic 12.5% White 15.4%	2025 21.4% English Learners** 30.8% Student with Disabilities** 11.1% Socioeconomically Disadvantaged 17.1% African American** 23.1% Hispanic 15.6% White 20.0%	See Year 2 Outcome	40%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 15.2% CTE Pathway Completion 1.9% CTE SED Only 1.2% Both CTE & a-g Completion 1.0% Passage of AP Exam 0.0%	2024 a-g Completion 10.1% CTE Pathway Completion 0.8% CTE SED Only 0.0% Both CTE & a-g Completion 0.8% Passage of AP Exam 0.0%	2025 a-g Completion 11.4% CTE Pathway Completion 4.1% CTE SED Only 3.2% Both CTE & a-g Completion 2.4% Passage of AP Exam 0.9%	See Year 2 Outcome	40%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Early Assessment Program (EAP) 25.5%	Early Assessment Program (EAP) 16.8%	Early Assessment Program (EAP) 25.9%		
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard **Not a significant student group	2023 55.0%	2024 37.9% Long-Term English Learners** 38.7%	2025 57.6% Long-Term English Learners** 75.9%	See Year 2 Outcome	70%
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 4.8%	2024 3.1%	2025 10.5%	See Year 2 Outcome	20%
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading Proficient & Advanced (at/above grade level) Source: Internal	2023 K N/A 1st 64.2% 2nd 53.5%	2024 59.2% K 79.0% 1st 57.1% 2nd 48.2%	2025 63.1% K 72.5% 1st 67.4% 2nd 53.5%	25-26 % of students who demonstrated gains during the 1st semester 58.3% K 73.9% 1st 56.6% 2nd 46.2%	70%
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 62.1%	2024 63.1%	2025 65.7%	25-26 % of students who demonstrated gains during the 1st semester 62.8%	70%
1.10	Reading Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year.	2023 45.1% English Learners 48.3%	2024 52.9% English Learners 55.1%	2025 52.4% English Learners 60.4%	25-26 % of students who demonstrated gains during the 1st semester 43.6%	70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: Internal	Students with Disabilities 47.7% Socioeconomically Disadvantaged 40.8% African American 39.8% Hispanic 43.4% White 47.1%	Students with Disabilities 45.7% Socioeconomically Disadvantaged 52.4% African American 45.8% Hispanic 51.0% White 52.2%	Student with Disabilities 42.5% Socioeconomically Disadvantaged 52.5% African American 57.4% Hispanic 55.0% White 46.4%	English Learners 33.3% Student with Disabilities 41.7% Socioeconomically Disadvantaged 44.6% Homeless 31.4% African American 39.9% Hispanic 44.0% White 44.2%	
1.11	Math Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 52.3% English Learners 51.7% Students with Disabilities 44.4% Socioeconomically Disadvantaged 50.7% African American 47.6% Hispanic 45.6% White 58.6%	2024 56.5% English Learners 53.1% Students with Disabilities 53.3% Socioeconomically Disadvantaged 55.6% African American 48.6% Hispanic 58.0% White 56.4%	2025 57.6% English Learners 62.5% Student with Disabilities 57.7% Socioeconomically Disadvantaged 54.5% African American 57.4% Hispanic 56.0% White 59.0%	25-26 % of students who demonstrated gains during the 1st semester 39.9% English Learners 36.1% Student with Disabilities 39.2% Socioeconomically Disadvantaged 40.4% Homeless 22.9% African American 42.6% Hispanic 43.4% White 39.1%	70%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Ongoing Implementation	N/A	Professional development across grade spans continues to focus on strengthening	$81,979.00	$16,219

Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.				Professional Learning Communities (PLCs) through the use of student data to improve instructional practices in English Language Arts and mathematics. At the TK–2 level, school leaders met in person in September and will reconvene at the end of February to collaboratively analyze student proficiency, attendance, and growth data. Leaders developed SMART action steps to address identified needs, with targeted supports for English Language Development (ELD) students, Special Education (SPED) students, and African American students in mathematics. Attendance data indicate positive progress, with chronic absenteeism decreasing by approximately 1–2% compared to end-of-year 24/25 and September 2025 data. Continued efforts focus on supporting African American, socioeconomically disadvantaged, and Hispanic students to strengthen consistent		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					engagement and attendance. In grades 3–5, teachers have administered multiple English Language Arts and mathematics assessments aligned to grade-level standards. Assessment results are used within PLCs to adjust instruction, provide targeted small-group support, and implement reteaching strategies to support continued academic growth. During the first semester of the 24–25 school year, middle school professional development centered on building and sustaining high-performing PLCs. Staff partnered with a Solution Tree associate to strengthen collaborative practices, analyze student achievement data, and implement results-oriented instructional strategies to improve student outcomes. At the high school level, professional development emphasized personalized learning		

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					and the effective use of existing tools to identify intervention and extension needs for all learners. Staff analyzed STAR 360 data during PLC data digs to identify underlying gaps in ELA and mathematics and plan targeted Tier 2 and Tier 3 interventions. Ongoing professional development will continue to support data-driven instruction, meaningful interventions, and instructional extension opportunities aligned with the goal that every student means every student.		
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.	Yes	Ongoing Implementation	Instructional Coaches visited 99.1% of classrooms during quarter one and 99.8% of classrooms in quarter two. They met with 99% of teachers in quarter one and 99.5% in quarter two. Many teachers are choosing to meet more often to work on student focused goals. Teachers are trying new	Teachers were surveyed about their instructional coaching experience. 86.1% of teachers say their partnership with their instructional coach led to academic growth of students. (evidence is provided by teacher) 99.8% of the time the Seven Partnership Principles were present (Equality, Dialogue, Voice, Reflection, Choice, Praxis, and Reciprocity) Teachers reported that their partnership with	$135,411.00	$49,676

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				things in their classrooms to ensure students are learning and growing. Percentage of classroom visits that showed visible student learning/understanding in live class sessions. Q1 - 75.6% Q2 - 74.6%	their instructional coach led to visible learning (and/or the focus of their partnership agreement): TK2: 90% 3-5: 83% MS: 83% HS: 79% ELD: 93% SPED: 89% 69% of our goals set by teachers were tied to Math or ELA in Semester 1		
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-	Yes	Ongoing Implementation	38.0% of English learners (grades K-12) demonstrated growth on the Connect to Literacy benchmark. 36.8% of English learners (grades K-12) demonstrated a listening domain growth on the Connect to Literacy benchmark.	The Connect to Literacy™ Benchmark Assessment is aligned with the California English Language Development (ELD) Standards and reflects the structure and expectations of the ELPAC (English Language Proficiency Assessments for California). English Learners (ELs) who demonstrate growth on this benchmark show meaningful progress in their English language proficiency as a result of targeted ELD instruction. These gains suggest that the student is building the skills necessary to engage with more complex academic language tasks and is	$85,843.00	$27,597

Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	demand in English and in multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year. 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 supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, 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 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, 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.				advancing toward higher proficiency levels in preparation for future success on the ELPAC. The Positivity Project is a resource designed to strengthen the listening proficiency of our English Learners by integrating character education with the practical application of listening skills aligned to the ELD standards. Through the program's interactive audio and video stimuli, students engage in activities that require them to process, interpret, and respond to complex verbal information in ways that mirror real-world communication. This intentional focus on active listening supports growth in the listening domain, as demonstrated by measurable improvements on the Connect to Literacy benchmark assessment.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 using an ELD standards-aligned program, Tier 2 program – supplemental software that targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, 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						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide language clarification and acquisition support during content area lessons.						
1.4	**Instructional Support** Learning Recovery Emergency Block Grant (LREBG) Included in Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel & Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick & Knowlton, 2009). Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized	Yes	Ongoing Implementation	During Semester 1, Amira, was implemented with second-grade students identified as needing additional support in oral reading fluency. The program provided personalized reading practice and immediate feedback. Results showed that 52% of students who met usage expectations demonstrated growth in the DIBELS Reading Assessment. 48% of students who participated but did not meet usage expectations demonstrated growth. The program will be expanded in Semester 2 to	The mCLASS Math assessment was administered to K to 2nd grade students to identify learning needs and determine appropriate levels of support. The assessment informs targeted instruction and remediation to better meet student needs. Following the October benchmark, approximately 10% of students were identified as needing Tier 3 support. By the mid-year assessment, 45% of students who initially required intensive support progressed to Tier 1 or Tier 2. The high school has made steady progress toward its STAR 360 assessment goals, which focus on helping students understand their assessment results and supporting teachers in using data to inform instruction. Students are engaging in structured reflections at the beginning and	$202,138.00	$39,046

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	as an evidence-based implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013) These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students were identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) These metrics will also be used to measure effectiveness. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 107,373			include Kindergarten and first-grade students, with families able to opt in based on identified criteria to support early literacy development. Accelerated Reader (AR) is an online program designed to encourage and monitor independent reading. Students in grades 3–5 have access to AR to support their reading development and track comprehension through quizzes and progress data. % of students in Accelerated Reader (AR) classes showed an increase in reading fluency (how easily and accurately students read). 3rd 69.7% 4th 59.8% 5th 54.7% Accelerated Reader (AR)	middle of the year to better understand their STAR 360 scores and identify ways to improve their skills, building greater ownership of their learning. At the same time, teacher understanding of STAR 360 data has improved, with 62% of teachers now reporting a strong understanding of the assessment and its results, representing a 7% increase from earlier in the year. Seventy-five percent of teachers can accurately define STAR benchmarks, and 51% can accurately define scaled scores, showing continued growth in data literacy. Nearly all teachers (94%) understand that STAR 360 is an adaptive assessment that adjusts to student performance. While consistent classroom application remains an area of focus, the percentage of teachers who report using STAR data sometimes or often for instructional purposes has increased to 26.8%. Survey results indicate that some teachers are still building confidence		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				change from Quarter 1 vs. Quarter 2 Books Read: 3rd 4% decrease, 4th No Change, 5th 17% decrease Words Read: 3rd 46% increase, 4th No Change, 5th 60% increase Quizzes Passed: 3rd 38% increase, 4th Data Error, 5th 16% increase AR Quizzes Taken: 3rd 34% increase, 4th 7% decrease, 5th 11% increase Gizmos is a program that offers middle school students the opportunity to engage in hands-on, interactive digital labs and activities aligned with Science standards. Quarter 2 pass rate and the change from quarter 1 to 2. 7th Grade:	in using the data regularly, which will remain a priority through ongoing professional learning and collaborative inquiry cycles. Overall, these results demonstrate positive momentum toward the goal of having teachers routinely analyze and apply STAR 360 data and ensuring students understand their results, with continued supports in place to strengthen instructional impact and student outcomes.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				64.2% (+8.2%) 8th Grade: Fresno: 72.1% (+9.2%)			
1.5	**Career & Technical Education (CTE)** The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the 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 (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. 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 career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	Yes	Ongoing Implementation	CTE courses pass rate for students with a CTE pathway, 78%. Overall CTE Pass Rate and Progress fell just below the 80% goal at 79.4% at the end of Q2, down from 81.7 % at Q1.Change from Quarter 1 to 2: 57.4% to 75.4% 57.4% to 68.7% 81.3% to 81.2% 84.8% to 89.9% Certification Exams: Increased Pass Rate: 78% of eligible students passed certification exams at the end of Semester 1. The Fall 2024 Certification Pass Rate was 54%.	Actions taken to increase CTE course pass rates and certification pass rates: Principals focus on CTE pathway completers each week for WIGs. Pathway completer students who are failing courses are identified and teachers asked to provide outreach and support sessions as part of their WIG commitment. Certification teachers focus on helping students create accounts/ sign in and complete practice tests during live sessions. They created troubleshoot documents to help with this process. We also troubleshoot while proctoring the cert exams. We also offered GMetrix for students as a practice platform to help with exam prep, earlier marketing from teachers to ensure sooner conversations with students around certifications, new K12 courses with exam prep included, test with	$115,858.00	$35,608

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					retest opportunity, and certification "training" with new CTE teachers. The pass rates of the current 7th and 8th grade students taking HS CTE courses increased from 84.3% in Quarter 1 to 87.45% in Quarter 2, which is a 3.15% increase. The Careers Exploration course is designed to help middle school students begin thinking about their future in an engaging, age-appropriate way. Throughout the course, students are introduced to a variety of Career and Technical Education (CTE) pathways, giving them a broad look at careers connected to real-world skills and interests. MS Careers Explorations II Pass Rate: 100%.		
1.6	**Summer School** Learning Recovery Emergency Block Grant (LREBG) Action 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	No	Fully Implemented	Summer 2025 Kindergarten to 2nd Grade % Increased proficiency ELA Kinder 77% 1st 82% 2nd 40%	During summer school, Kindergarten through second-grade students participated in targeted instruction designed to strengthen skills in mathematics and reading/language arts. Instruction focused on	$21,894.00	$13,604

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA) and mathematics assessments, and chronic absenteeism. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students were identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Hispanic, White, and Two or More Race were identified as "Very High" or "High" in Chronic Absenteeism. (Goal 4, Metric 4.2) To address these areas of need, the school selected a comprehensive Summer School Program (Grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced			Math Kinder 69% 1st 94% 2nd 50% 3rd 47% of students mastered addition and 5% of students mastered multiplication 3rd 60% of participating students demonstrated growth in writing 4th 79% showed mastery in addition and 30% showed master in multiplication 4th 84% of participating students demonstrated growth in writing % of middle school students who demonstrated growth ELA 6 - 57.1% 7 - 81.0% 8 - 81.0% Math 6 - 81.8% 7 - 81.0% 8 - 90.0% Science 7 - 89.4%	essential grade-level standards to ensure students developed a strong understanding of the knowledge and skills needed for success. Through this focused support, many students increased their mastery of important grade-level standards, helping them feel confident and prepared as they transitioned into the next school year. Overall, summer school played an important role in supporting student learning and ensuring students built the foundational skills from the previous year before advancing to their new grade level. During summer school, students in grades 3–5 participated in targeted instruction to strengthen math and writing skills. In math, instruction focused on building foundational skills in addition and introducing multiplication concepts. Students demonstrated progress, and teachers identified areas for continued practice as students enter the new school year. In writing, students engaged in		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns to the allowable use in the area of increasing instructional time. Key metrics from the needs assessment included: Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 & 1.2) Elevated chronic absenteeism rates in the following student groups, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2) Credit deficiencies among high school students, putting them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 25-26: $ 21,894			HS Course Pass Rates 88.5% English Learners 93.8% Students with Disabilities 86% Low-Income 88.3% African American 89.3% Hispanic 86.7% White 86.9% HS Credit Recovery Courses Pass Rate 88.3% English Learners 91.2% Students with Disabilities 86.9% Low-Income 86.32% African American 90% Hispanic 87.8% White 88%	structured lessons emphasizing the writing process, including organizing ideas, using evidence, and strengthening written responses. Teachers observed growth while identifying areas where additional support will further develop student skills. Rising 6th, 7th, and 8th graders participated in the Summer Bridge Program taught by middle school teachers. The program provided an introduction to next grade level content standards while reinforcing foundational skills. Students attended one hour of math and one hour of ELA each day and built academic skills such as note taking and study strategies. Afternoon social activities with teachers and peers supported relationship building and engagement. in addition, the Middle School Summer Science Camp supported rising 8th graders by providing targeted instruction aligned to 8th Grade Science standards. Students received		

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					direct instruction from experienced teachers, participated in hands on learning through the Gizmos lab, and explored key science concepts in preparation for the upcoming school year. High School (HS) Summer 2025 participation and pass rates overall increased though standard courses had a small decrease in pass rate. The growth we hoped for in 2025 was not achieved in part due to adoption of new platform at the start of the term. Plans in place to improve implementation of program and access in platform to achieve growth in summer 2026.Of the HS summer school participants, 8% were English Learners, 13% Student with Disabilities, 58% Socioeconomically Disadvantaged, 16% African American, 47% Hispanic, and 61% White. Students passed 88.5% of standard courses (down from 90% in 2024 but still up from the year prior to that in 2023 at 76%) and		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					88.3% of credit recovery courses (increased from 87% the previous year).		
1.7	**Instructional Intervention** In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.	Yes	Ongoing Implementation	See Expected Annual Measurable Objectives, Mid-Year Outcome Data % of students who demonstrated gains during the 1st semester (25-26 BOY to MOY) 1.8 & 1.9 Early Literacy/Reading & Math Proficiency (Star 360) Grades K-2 1.10 & 1.11 Reading & Math Growth (Star 360) Grades 3-12 Grades K-2 had an increase of 5.5% proficiency from BOY to MOY in Math and a 3.3% increase in proficiency from BOY to MOY in ELA/Reading. All schools and all student groups have shown an	To ensure every student receives the specific support they need, our school uses a specialized evaluation tool called the The SWIFT-Fidelity Integrity Assessment (SWIFT-FIA). This serves as a strategic framework for our support systems, allowing staff to regularly evaluate the effectiveness of academic, behavioral, and social-emotional resources. By using this data, our school teams can refine their action plans to better meet student needs and improve overall outcomes. The data indicates that the school has met and exceeded the growth goals set for the 2025-2026 school year. Starting with an initial implementation score of 68%, the schoolwide score has increased to 79%, surpassing the established 10% improvement target. This progress is reflected across all grade levels, with the high school program		

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				increase in proficiency. Middle School had mixed results in Star 360 from the beginning of the year to the middle of the year. ELA went from 55.8% to 54.7% with a decrease of 1.1%. Math went from 31.3% to 37.3% with an increase of 6%.	demonstrating a 20.69% increase in the effective delivery of tiered interventions. These results signify that the systems designed to support both struggling students and those requiring enrichment are operating with increased consistency and effectiveness. Our Elementary 3–5 teachers shared their experiences using the STAR assessment to support student learning. Usefulness in determining student groupings or learning paths for students: 66% high or very high usefulness. User-friendliness for students: 73% user-friendly or very user-friendly. Usefulness of the data and reporting features: 76% high or very high usefulness. High school teachers self-reported the following regarding how they use the Star360 assessment to support student learning. 73.5% of teachers rate their understanding of		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					STAR benchmarks at 3 or above 67.3% of teachers rate their ability to interpret Scaled Scores at 3 or above 25.3% of teachers rate their use of STAR data to plan instruction or differentiate at a 3 or above		

Goal 2

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	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 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.	2024 (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." 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	2025 (100%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education." (100%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."	See Year 2 Outcome	Increase parental involvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			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.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	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 translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.	2024 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 translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.	2025 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 translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.	See Year 2 Outcome	Increase participation of parents of unduplicated pupils

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.	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.	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	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System	See Year 2 Outcome	Increase participation of parents who have a child with exceptional needs
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	See Year 2 Outcome	0%
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	See Year 2 Outcome	0%
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2023 Students feel safe 100.0%	2024 Climate Survey Response Rate: 11.4%	2025 Climate Survey 4 point scale	See Year 2 Outcome	Increase parent and student participation in the climate survey.

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.	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.	Response Rate: 21.3% Grades 2 & 5 Student–Staff Caring Relationship: 3.7 School Safety: 3.7 School Connectedness: 3.1 Student Peer Relationships: 3.5 Physical and Emotional Safety: 3.5 Harassment and Bullying: 3.8 Self-Management: 3.5 Grades 7, 9, 11 Student–Staff Caring Relationship: 4.4 School Safety: 4.5 School Connectedness: 4.4 Student Peer Relationships: 4.0 Physical and Emotional Safety: 4.6 Perceived Safety: 4.6 Harassment and Bullying: 4.4 Substance Use: 4.2 Self-Management: 4.2		Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**English Language Services** Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Yes	Ongoing Implementation	N/A	DTS is used for translations and CLI is used for on demand over the phone interpreting. ParentSquare is used to communicate with parents since messages can easily be translated into many languages.	$8,272.00	$988
2.2	**Engagement** Learning Recovery Emergency Block Grant (LREBG) Included in Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic	Yes	Ongoing Implementation	School engagement activities are designed to support student connection, social interaction, and school belonging across all grade levels. Clubs During Semester 1, CAVA offered 70 virtual clubs for students in grades TK–12, including: After-hours clubs Monthly clubs held during the school day In-person club opportunities This represents two additional clubs compared to the 2024–25	K12 Zone Engagement Students across all grade levels can participate in the K12 Zone, which offers: Virtual outings Special events and holiday celebrations Incentive sessions Quiet zones Students in grades 3–8 have access during designated, grade-specific sessions throughout the week, while high school students can access the National K12 Zone Monday through Friday. Within the K12 Zone, students engage in games, virtual activities, and peer-to-peer social interaction. School engagement activities include opportunities for parents to connect, learn, and share input, such as Partner	$46,607.00	$14,524

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005). The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented families, are heard and valued. All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 5,322			school year. From Quarter 1 to Quarter 2, student club registrations increased by 19%. In-Person and Special Engagement Events Engagement events during Semester 1 included: In-person and virtual outings Gingerbread celebrations Picture days (including cap-and-gown photos for seniors and vision and hearing screenings) Park days Family game nights Additional leadership and enrichment opportunities included middle school and high school ASB, high school Link Crew, and the Esports program for 8th-grade and high school students.	Engagement Meetings, Parenting with Purpose workshops, Coffee Chats, the Family Teacher Organization (FTO), the Parent Advisory Committee (PAC), and Parent-Teacher Conferences. Students Represented by School - Quarter 2 Fresno: 564 students represented (33.8%) *Up 9.51% from Quarter 1		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				From Quarter 1 to Quarter 2, there was a 53% increase in the number of in-person events offered. Semester 1 In-Person Student Engagement (Excluding Clubs) In-Person Events Offered: 26 Percent of Students at In-Person Event in S1: 7.6%			
2.3	**Social Emotional Learning, Prevention, and Intervention** Learning Recovery Emergency Block Grant (LREBG) Included in Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel	No	Partially Implemented	% of students referred for SEL or behavior concerns that were marked as resolved by the end of the quarter. Quarter 1 76% Quarter 2 100% Teachers in grades 3rd-5th present monthly SEL topic. Percentages of classrooms visited that showed evidence of practices: 95% Inclusive Welcome 95% Engaging Strategies	During fall semester, Compass observed growth in student-reported self-awareness, self-management, and understanding of how to attend school. However, the growth fell 2% - 4% short of our 6% growth target. Staff members found that they needed to devote additional class time during the fall to coaching students on how to use the new student platforms. This reduced the amount of time available for SEL instruction. We expect to return to the typical time value	$59,283.00	$15,420

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention & Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized support and targeted resources to students and families dealing with trauma. As well as identifying and implementing protocols to ensure school and student safety. This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 31,155			77% B.E.A.R. Expectations	for SEL instruction in the spring now that students are more familiar with the new platforms. Individual coaching will be provided to staff to ensure effective implementation of the SEL curriculum, particularly for 3~5 and HS staff where we saw some decreases in scores.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 0.1% Credentialed Teachers Assigned Out-of-Field 2.1% Unknown/Incomplete 1%	2022-2023 Fully Credentialed and Properly Assigned 98.1% Teachers Without Credentials and Misassignment 0.0% Credentialed Teachers Assigned Out-of-Field 1.4% Unknown/Incomplete 0.5%	2023-2024 Fully Credentialed and Properly Assigned 97.8% Ineffective 0.1% Credentialed Teachers Assigned Out-of-Field 2.0% Unknown/Incomplete/Intern 0.1%	See Year 2 Outcome	100%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2025 100% of students have Standards–Aligned instructional materials for all core classes.	See Year 2 Outcome	100%
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual	N/A Virtual	See Year 2 Outcome	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4)	See Year 2 Outcome	Full Implementation and Sustainability (5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Visual and Performing Arts (3) World Language (2)	Physical Ed (4) Visual and Performing Arts (4) World Language (4)	Physical Ed (4) Visual and Performing Arts (4) World Language (4)		
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Rating Scale (lowest to highest):1 - Exploration and Research Phase2 - Beginning Development3 - Initial Implementation4 - Full Implementation5 - Full Implementation and SustainabilitySource: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	2025 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	See Year 2 Outcome	ELD aligned to ELA Standards Progress in providing professional learning for teaching and 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	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. 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.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	Fall 2025 Students in grades 2-5 have access to 2 levels of Spanish and 3 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	See Year 2 Outcome	Maintain Offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 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.	Fall 2024 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.	Fall 2025 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.	See Year 2 Outcome	Maintain
3.8	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.	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.	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.	See Year 2 Outcome	Maintain
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%	2024-25 21.8%	See Year 2 Outcome	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	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year	2024-2025 85.8% of new teachers completed the year 91.0%of rehires completed the year	See Year 2 Outcome	N/A

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Student ISP** Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Ongoing Implementation	N/A	A survey is sent to all families that qualify for an ISP reimbursement at the end of January with a 2-week deadline. To receive a reimbursement of $40 a month, families must complete the survey.	$93,250.00	$56,580
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.	Yes	Ongoing Implementation	N/A	We are fully staffed in elementary, middle, and high school. Contractor have been hired to support special education classes to ensure proper class size. Number of student served by a SPED Contractor: 6.	$174,462.00	$2,540
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	Yes	Ongoing Implementation	N/A	The administrators and staff have collaborated to ensure the following. 100% of students continue to have to Access to Standards–Aligned Instructional Materials. All students, including unduplicated pupils, are enrolled in a broad course of study that includes all of the subjects. Continued to increase the implementation of Standard and access	$111,547.00	$36,293

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.				to ELD standards for EL students.		
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.	Yes	Ongoing Implementation	TK-2 Curriculum Specialists ensure that high-quality instruction is consistently delivered during live instructional sessions and aligned with our instructional model. % of teachers who properly implemented Guaranteed Viable Curriculum (GVC) instruction during Tier 1 instruction Cycle 1 (October/November): 98.4% Cycle 2 (December/January): 97.3%	Elementary curriculum specialists have effectively launched the new PEAR assessment library which is used to monitor mastery of the most important standards in each grade level. They have collected data monthly to show growth by standard and lead the charge in collective evidence and sharing out best instructional practices after reviewing this data. Middle school Curriculum Specialists created Student Achievement Plans (SAPs) are grade-level documents that list all of the Online Middle School Lessons, and the essential lessons	$43,859.00	$13,201

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				% of teachers who were identified as needing support with GVC instruction during Tier 1 Cycle 1: 1.6% Cycle 2: 2.7% 80.4% of teachers properly implemented Integrated ELD strategies during Tier 1 instruction 19.6% of teachers were identified as needing support implementing Integrated ELD strategies during Tier 1 instruction. The Middle School Student Achievement Plan (SAP) is a resource provided to teachers which lists each lesson in Canvas and highlights important standards within those lessons. The SAPs include a list of all aligned GVC	(Guaranteed Viable Curriculum) highlighted within those lessons. Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				standards which are the standards chosen by middle school teachers as the highest priority. Teachers use this resource to focus on these GVC standards, as well as other high priority standards within the curriculum. Teachers understanding of the following components showed in increase from Baseline data to Q2: Pacing lesson increase of 16% Resource for Tier 1 instruction increased 12% Locate GVCs within a unit of study increased 1%			
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-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to	No	Ongoing Implementation .	For the students experiencing homelessness who received targeted support through the Compass program during semester 1: The non-compliant rate	There was no change in the percentage of homeless students from fall 2024 to fall 2025.	$32,063.00	$9,573

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	complete assigned work, and hygiene kits to meet basic personal needs.			decreased by 7% Attendance increased 14%			
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.	Yes	Ongoing Implementation	N/A	As new teachers are assigned, they meet with trainers to ensure a smooth transition into our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school. At the beginning of the school year, teachers new to our school received 5 additional days of training before school started.	$61,078.00	$13,601

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Attendance Rate Source: Internal	2023 96.1% English Learners 97.4% Student with Disabilities 94.2% Socioeconomically Disadvantaged 96.0% African American 95.9% Hispanic 95.5% White 96.1%	2024 96.2% English Learners 96.4% Student with Disabilities 94.4% Socioeconomically Disadvantaged 96.2% African American 97.0% Hispanic 95.7% White 96.2%	2025 96.7% English Learners 96.1% Long Term EL N/A Student with Disabilities 95.2% Socioeconomically Disadvantaged 96.2% Homeless 90.9% African American 97.4% Hispanic 96.1% White 97.1%	2025-26 Semester 1 96.3% English Learners 95.2% Long Term EL 94.2% Student with Disabilities 94.2% Socioeconomically Disadvantaged 95.8% Homeless 86.6% African American 95.9% Hispanic 96.3% White 96.6%	98%
4.2	Chronic Absenteeism Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 8.7% Student with Disabilities 13.3% Socioeconomically Disadvantaged* 11.7% African American 9.8% Hispanic 8.2% White 9.5% Filipino 0.0%	2024 11.4% English Learners 11.5% Long-Term English Learners** 25.0% Student with Disabilities 15.3% Socioeconomically Disadvantaged 13.4% Homeless** 38.5% African American 5.7% Hispanic* 14.9% White 11.4% Asian** 3.7% Two or More Races** 13.7% Filipino** 0.0%	2025 9.4% English Learners 7.5% Long-Term English Learners** 6.7% Student with Disabilities 12.9% Socioeconomically Disadvantaged 11.5% Homeless** 16.7% African American 8.4% Hispanic 10.2% White 7.4% Asian** 5.3% Two or More Races 8.5% Filipino** 13.8% Pacific Islanders** 5.9%	2025-26 Semester 1 6.7% English Learners 14.6% Long Term EL 17.6% Student with Disabilities 9.3% Socioeconomically Disadvantaged 7.7% Homeless 22.2% African American 4.6% Hispanic 7.4% White 7.7%	10% for all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.3	High School Dropout Rate Source: SARC	2023 28.4% English Learners Student with Disabilities 38.5% Socioeconomically Disadvantaged 28.4% Homeless African American 31.3% Hispanic 36.8% White 19.4%	2024 42.5% English Learners Student with Disabilities 50.0% Socioeconomically Disadvantaged 44.9% Homeless African American 25.0% Hispanic 46.9% White 43.6%	2025 28.6% English Learners 15.4% Student with Disabilities 33.3% Socioeconomically Disadvantaged 32.9% African American 7.7% Hispanic 34.4% White 31.1%	See Year 2 Outcomes	10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Ongoing Implementation	87.7% of newly enrolled students exited Onboarding Support successfully within 2 weeks of their start date. Homeless 81.2% English Learners 87.5% Students with Disabilities 85.8% Students who are not attending school are referred to the Compass	Onboarding is CAVA's 2 week training program for new students and families. Our Compass Onboarding Team helps guide families through the preparation process for virtual learning and equips them with the resources they need for a successful academic year. The Compass team will review everything families need to know to get started and assist with any questions as they transition to online learning.	$108,045.00	$39,671

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				for extra support. During the fall semester, students demonstrated significant improvements in both attendance and non-compliance level 2 (NC2) rate from the start of their Compass placement to the end of support. The attendance rate of change was a 15% overall increase; the rate of change for NC2 was a 58% decrease from when students started receiving support.	82% of Quick Connect students completed support within 2 weeks of placement.		
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.	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic Absenteeism Rate	As of midyear (February 2026), our Elementary Grades 3–5 chronic absenteeism rate is 6.6%, with school rates ranging from approximately 5% to 10%. We closely monitor attendance data to ensure students receive timely support when concerns arise. To support strong attendance, Elementary 3–5		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					teachers contact families within 48 hours of a missed day and document supports on a regular basis. Principals review attendance data weekly and partner with Leads of Engagement to provide additional support for students who need it. This coordinated approach helps identify concerns early and allows us to work closely with families to keep students engaged and learning. When a student begins to fall behind or disengages from learning, the middle school team follows a clear process to provide support and help students get back on track. After attending a non-compliance meeting, the percentage of students who started attending and didn't reach the next level of non-compliance. 6th – 75.9% 7th – 85.7% (Compared to those who didn't attend a meeting - 52%) 8th – 72.7% (Compared to those who didn't attend a meeting - 53%)		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Graduation Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 68.6% Socioeconomically Disadvantaged 69% Student with Disabilities** 66.7% African American** 62.5% Hispanic** 59.0% White** 78.1%	2024 All* 57.1% Socioeconomically Disadvantaged* 54.7% Hispanic* 55.6% White* 55.0%	2025 61%* English Learners** 78.6% Long-Term English Learners** Student with Disabilities** 50.0% Socioeconomically Disadvantaged* 57.0% African American** 73.3% Hispanic* 55.6% White* 56.3%	See Year 2 Outcome	85%
5.2	High School Course Pass Rate Source: Internal	2023 76.0% English Learners 70.3% Student with Disabilities 70.8% Socioeconomically Disadvantaged 73.2% African American 84.1% Hispanic 72.4% White 69.9%	2024 74.9% English Learners 76.2% Student with Disabilities 60.9% Socioeconomically Disadvantaged 72.8% African American 81.9% Hispanic 74.9% White 70.8%	2025 84.7% English Learners 78.2% Long Term EL N/A Student with Disabilities 75.1% Socioeconomically Disadvantaged 81.5% Homeless 73.8% African American 87.3% Hispanic 81.0% White 83.1%	2025-26 Semester 1 76.5% English Learners 58.2% Long Term EL 62.4% Student with Disabilities 66.2% Socioeconomically Disadvantaged 73.0% Homeless 65.9% African American 77.9% Hispanic 73.2% White 78.2%	85%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 51.7% English Learners 49.8%	N/A Starting 2024, using a new system to	2025 54.8% English Learners	2025-26 Semester 1 39.4% English Learners n/a	Increase 10% overall and for each student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Student with Disabilities 36.5% Socioeconomically Disadvantaged 43.8% African American 45.8% Hispanic 53.3% White 52.5%	calculate credit sufficiency.	Long-Term English Learners Student with Disabilities 35.5% Socioeconomically Disadvantaged 47.6% Homeless African American 52.1% Hispanic 47.9% White 51.6%	Long-Term English Learners n/a Student with Disabilities 25.3% Socioeconomically Disadvantaged 31.4% Homeless n/a African American 35.1% Hispanic 32.1% White 39.1%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 15.2% Student with Disabilities 0.0% Socioeconomically Disadvantaged 11.9% African American 12.5% Hispanic 15.4% White 15.6%	2024 10.1% English Learners N/A Student with Disabilities 0.0% Socioeconomically Disadvantaged 8.4% African American 12.5% Hispanic 5.6% White 12.5%	2025 11.4% English Learners 14.3% Student with Disabilities 3.3% Socioeconomically Disadvantaged 9.7% African American 26.7% Hispanic 2.8% White 12.5%	See Year 2 Outcome	25%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Ongoing Implementation	N/A	ValidateMe! is used to evaluate transcripts from other countries.	$1,287.00	$1,592

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	Yes	Ongoing Implementation	Grad Rate Support -Number of fall graduates down 17% from the previous school year. Plans are in place to support students toward graduating with the class of 2026 in spring or summer. -Focus groups on specific sets of students and campuses have been implemented, as well as a new credit sufficiency tracking tool, as a way of catching students falling behind and taking proactive measures through quarter conferences and appropriate course enrollments to move students toward graduation within their cohort year. Planning/ Implementation Notes	Credit Sufficiency -See Expected Annual Measurable Objectives, 5.3 above. -Decrease in credit sufficiency from 58% at the end of quarter 1 to 44% at the end of quarter 2. Returning CAVA students had a credit sufficiency rate of 50%, down from 74% for quarter 1. (Note- 9th graders are considered 100% credit sufficient until the end of semester 1 when credits are earned.) Credit Sufficiency Tracking -Decrease in credit sufficiency from 54% at the end of quarter 1 to 39% at the end of quarter 2. Returning CAVA students had a credit sufficiency rate of 50%, down from 74% for quarter 1. (Note- 9th graders are considered 100% credit sufficient until the end of semester 1 when credits are earned.)	$87,903.00	$32,740

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				-Expand follow-up on grad rate, including dropout monitoring and college and career readiness transparency, tracking, and education. -Increased transparency and education for students, families, staff, and leaders on credit sufficiency and monitoring. -Explore options for increased participation in the Credit Recovery program and monitor the use of state minimum graduation requirements			
5.3	**Math/ELA Intervention** Learning Recovery Emergency Block Grant (LREBG) Included in Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and	Yes	Ongoing Implementation	Students needing extra support in Algebra are enrolled in an elective support class in addition to their Algebra class. From the end of quarter 1 to the end of quarter 2, students	-The after hours Geometry intervention program is set to be implemented for semester 2 with our Math Lab III course to help students who are struggling in their companion Geometry course while also earning elective credits.	$105,390.00	$10,502

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007). The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that the overall graduation rate declined, demonstrating that challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 79,595			showed a 3.4% increase in their Algebra course grade.	-Mid-year Progress Update Literacy Lab Program: Overall Engagement: 27% were actively engaged in Literacy Lab, achieving 70% or better participation. All engaged students (100%) completed their Beginning of Year (BOY) STAR assessment. 27% showed growth from STAR BOY to MOY ELA by 5% or more. Students with Disabilities show the strongest results by far at 66.67% showing growth. Long-Term English Learners (LTEL) show a 0% success rate. Targeted intervention will occur for this group for semester 2 to ensure additional supports are in place.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Ongoing Implementation	The following data reflects the percentage-point difference in the percentage of students passing a-g courses with a C or better from Semester 2 (2024–2025) to Semester 1 (2025–2026). All Students: -14.2% 9th: -22.4% 10th: -22.6% 11th: -4.6% 12th: -7.4% EL: -24.1% Student with Disabilities: -12.6% Low-Income: -12.6% African American: -19.9% Hispanic: -12.9% White: -14.3% We are working to improve data reporting and access for staff to provide earlier warnings about concerns with meeting A-G requirements and course pass rates. The	CAVA High School is working to help 85% of students pass college prep courses by June 2026, with a focus on supporting all learners. Using Brisk Education AI, the school has increased passing rates from 58.2% in Quarter 1 to 64.7% in Quarter 2—a 6.5% improvement. Through teacher training, student AI literacy instruction, and ongoing stakeholder feedback, CAVA is creating a school where every student has the tools to succeed in college prep courses.	$28,224.00	$5,653

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				platform change for courses and reporting capabilities from the systems led to a slow start in targeting and supporting students. We are hopeful that additional professional development on the use of our new reports and increased student engagement in courses will positively impact overall course pass rates, especially for A-G courses.			
5.5	**Math Coaches** Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.	No	Ongoing Implementation	Math Pass Rates Fall 25-26 (Change since Fall 24-25) 9th - 77.9% (2.3%) 10th - 76.0% (3.6%) 11th - 75.9% (-1.2%) 12th - 76.6% (1.9%) 9th-12th - 76.6% (1.9%)	Instructional coaches partnered with math teachers on student goals focused on math proficiency. These goals resulted in 31% student growth from the start of the math goal to the completion of the student goal.	$362,419.00	$93,603

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$11,496,025	N/A
LCFF Supplemental/Concentration Grants	$1,321,848	$353,558

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: Local Control Accountability Plan

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

BACKGROUND: After reviewing the Local Control Accountability Plan implementation with educational partners, it was determined that updates were necessary. A summary of the updates and the updated plan are attached.

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

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

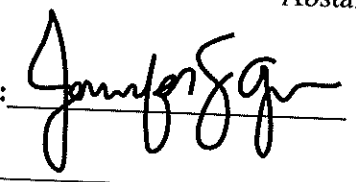
RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Francis "Paco" Burke
Chief Business Official

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X					
Joyce Campbell	X					X
Janell Smiley	X					
Tenisha Farr	X				X	

Summary of LCAP Updates

Goal 1, Action 7
Elementary, middle, and high school departments calendared more sessions in 2025-26 for educators to implement targeted interventions than 2024-25, an assumption used in building the original 2025-26 LCAP.

Goal 3, Action 2
Updated dollar amount to reflect actual 25-26 salary schedule increases.

Goal 4, Action 2
Elementary, middle, and high school departments calendared more teacher time in 2025-26 for student outreach and attendance support than in 2024-25, an assumption used in building the original 2025-26 LCAP.

LCFF Supplemental and Concentration Financial Report 2025-2026

Summary of changes from Board Approved LCAP Budget (Approved June 2025)

February 2026 Board Update

	Board Approved 2025-26 LCAP Budget	Revised 2025-26 LCAP Budget Update	Increase (Decrease)
S&C Funding	**Sonoma**	**Sonoma**	**Sonoma**
FY26 S&C Funding	$ 1,526,889	$ 1,523,608	$ (3,281)
FY25 Carryover %	0%	0%	0%
FY25 Carryover $$	$ -	$ -	$ -
Total FY26 S&C Funding	**$ 1,526,889**	**$ 1,523,608**	**$ (3,281)**
MPP% (Minimum Proportionality Percentage)	13%	13%	0%
S&C Expenditures	**Sonoma**	**Sonoma**	**Sonoma**
Training	$ 1,057	$ 1,276	$ 219
Instructional Coaches	$ 233,865	$ 132,232	$ (101,634)
EL Support	$ 140,444	$ 85,843	$ (54,601)
Instructional Support (Intervention)	$ 13,291	$ 5,367	$ (7,924)
CTE - Career Prep Academy	$ 164,926	$ 105,151	$ (59,775)
Summer School	$ -	$ -	$ -
ELD Services	$ 8,697	$ 8,272	$ (425)
Engagement	$ 23,828	$ 19,031	$ (4,797)
SEL, Prevention, Postvention	$ -	$ -	$ -
Student ISP	$ 105,248	$ 93,250	$ (11,997)
Teacher Salary Increase	$ 218,487	$ 174,462	$ (44,024)
Accountability (incl Student Information System)	$ 109,929	$ 71,061	$ (38,868)
Curriculum Specialists	$ 73,228	$ 43,859	$ (29,369)
MKV/FY	$ -	$ 1,986	$ 1,986
New Teacher Training	$ 53,798	$ 48,454	$ (5,344)
COMPASS	$ 54,621	$ 35,459	$ (19,162)
Transcript Evaluation Service	$ 687	$ 1,287	$ 600
Guidance Counselor	$ 87,064	$ 52,740	$ (34,324)
Math/ELA Intervention	$ 16,204	$ 8,804	$ (7,400)
Total S&C Expenditures	**$ 1,305,374**	**$ 888,535**	**$ (416,839)**
Planned Percentage to Increase Services	**11%**	**7.8%**	**-3.6%**
S&C Improved Services	**SO**	**SO**	**SO**
1) Time GE teachers spend on Interventions (Tier 2 & 3)	$ 223,002	$ 236,520	$ 13,518
2) Time GE teachers spend monitoring & supporting attendance	$ 219,681	$ 300,797	$ 81,117
3) Time Leads devote to Teacher Support	$ -	$ -	$ -
4) Time Leads devote to Attendance & Engagement Support	$ -	$ -	$ -
	$ -	$ -	$ -
TOTAL Planned Percentage to Improve Services	**4%**	**5%**	**1%**
TOTAL Planned Percentage to Increase or Improve Services	**15.24%**	**12.54%**	**-2.69%**
FY26 Carryover %	**0.00%**	**0.86%**	**0.86%**
FY26 Carryover $$	**$ -**	**$ 97,756**	**$ 97,756**

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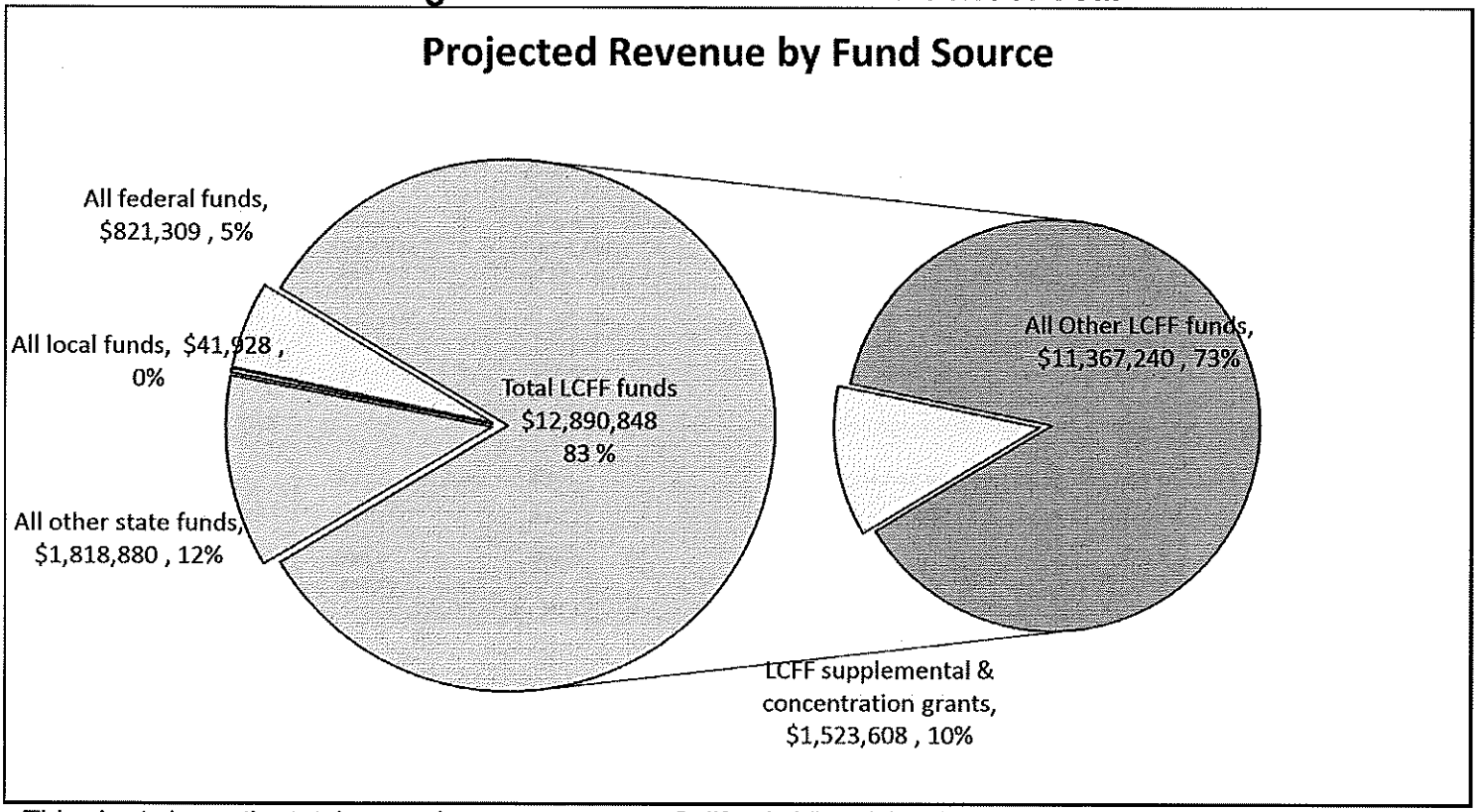
POWERED BY STRIDE K12

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Sonoma
CDS Code: 49-70797-0107284
School Year: 2025-26
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 2025-26 School Year

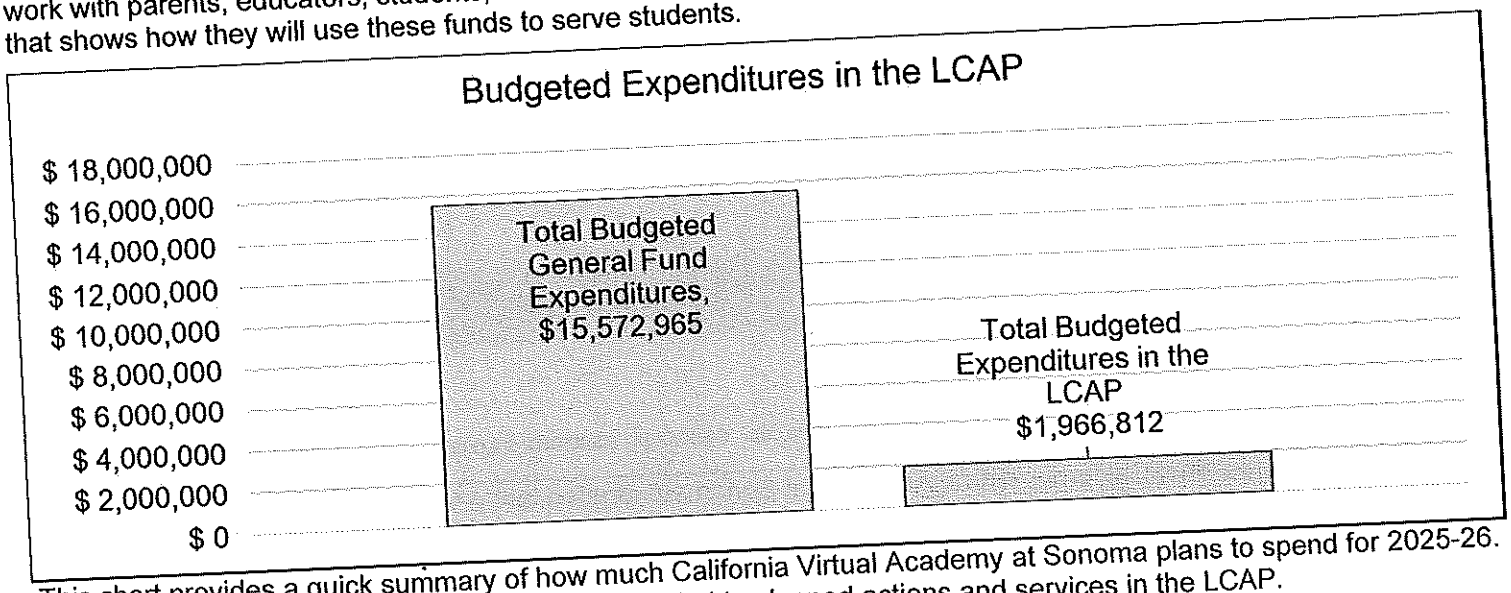


This chart shows the total general purpose revenue California Virtual Academy at Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Sonoma is $15,572,965, of which $12,890,848 is Local Control Funding Formula (LCFF), $1,818,880 is other state funds, $41,928 is local funds, and $821,309 is federal funds. Of the $12,890,848 in LCFF Funds, $1,523,608 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 Sonoma plans to spend for 2025-26. 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 Sonoma plans to spend $15,572,965 for the 2025-26 school year. Of that amount, $1,966,812 is tied to actions/services in the LCAP and $13,606,153 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.

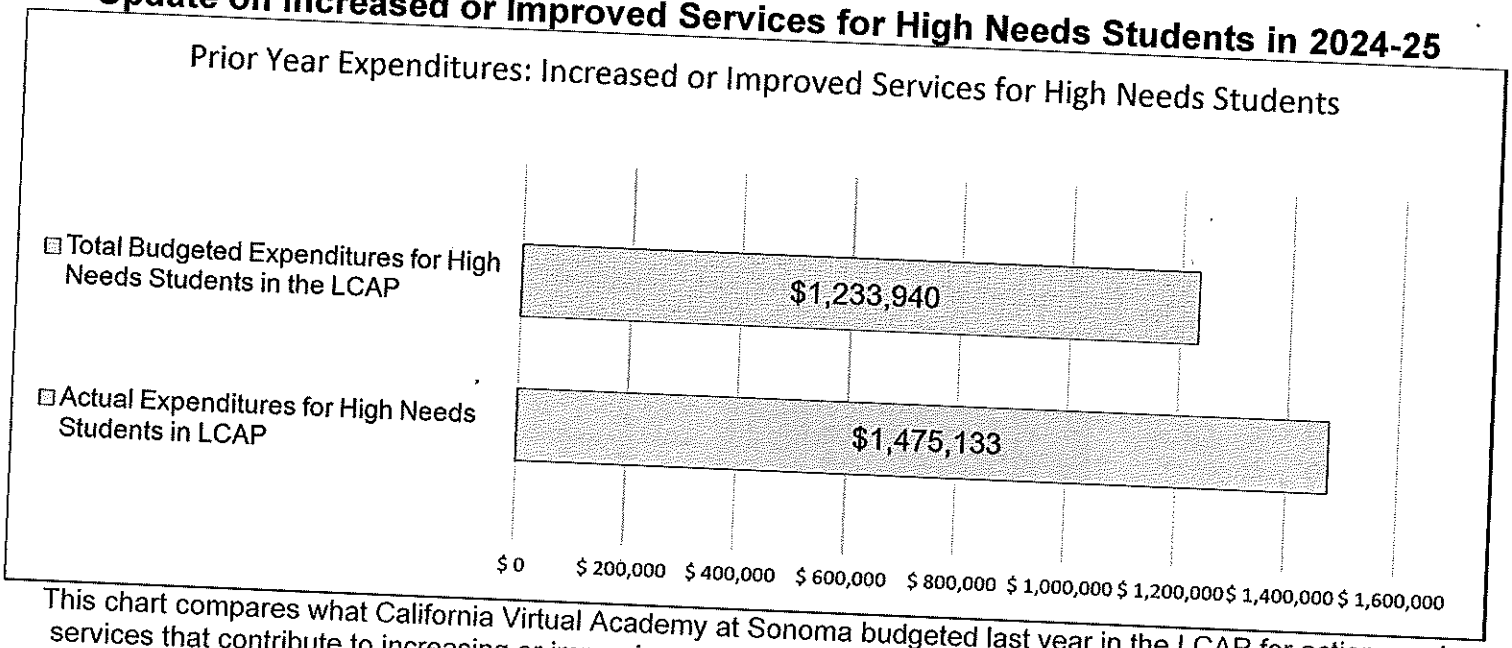
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Virtual Academy at Sonoma is projecting it will receive $1,523,608 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Sonoma plans to spend $886,548 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 2024-25



This chart compares what California Virtual Academy at Sonoma 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 Sonoma 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 2024-25, California Virtual Academy at Sonoma's LCAP budgeted $1,233,940 for planned actions to increase or improve services for high needs students. California Virtual Academy at Sonoma actually spent $1,475,133 for actions to increase or improve services for high needs students in 2024-25.

CALIFORNIA VIRTUAL ACADEMIES™

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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 Sonoma	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Virtual Academy at Sonoma 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, Lake, Marin, Mendocino, Napa, Solano, and Sonoma. 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 2024)
7.9% English Learners (Number of students 76)
0.10% Foster Youth (Number of students 1)
1.76% Homeless Youth (Number of students 17)
0.0% Migrant Education (Number of students 0)
15.6% Students with Disabilities (Number of students 151)
64.1% Socioeconomically Disadvantaged (Number of students 619)

66.2% Unduplicated Students (Number of students 639)
Unduplicated students means that each pupil is counted only once even if the pupil meets more than one of these criteria for Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment: 966

Mission Statement California Virtual Academy at Sonoma 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.

Dashboard Performance

The goals in this plan were developed to increase student achievement, with a specific focus on closing the achievement gap. On the 2023 Dashboard, the ELA CAASPP results declined slightly (4.9 points); however, it is the same as the state average, 13.6 points below standard. Students with disabilities declined 26.9 points and are indicated in Red on the Dashboard, 104 points below standard. The student group of socioeconomically disadvantaged students maintained at 29 points below standard. Both the student groups of White and African American increased. The Math CAASPP results declined slightly (5 points) to 67.5 points below standard and are below the state average of 49.1 points below standard. The student groups of African Americans (124.9 points below standard) and students with disabilities (155.8 points below standard) both declined and are indicated in Red on the Dashboard. The following student groups were Hispanic, socioeconomically disadvantaged, and White. English Learner Progress increased by 23.8% and is now at 55%, which is above the state average of 48.7%. However, EL progress decreased in both ELA and math. The College & Career Indicator, 13.7%, is below the state average of 43.9%. The student group of White (9.7%) was indicated in Red on the Dashboard.

The chronic absenteeism rate data increased slightly (2.4%) to 8.7%, however, it is still far below the state average of 24.3%. The student group of socioeconomically disadvantaged (11.7%) is higher than all students, 8.7%. and is indicated in Red on the Dashboard. The following student groups maintained or improved: Filipino, Hispanic, and African American. The graduation rate declined 8.3% to 68.6%, which is below the state average of 86.4%. The only significant student group is socioeconomically disadvantaged, and it also declined (9.6%) and is below the state average of 83.7%. With the declines, the school was not able to exit CSI. The current graduation rate is 11.1% above the rate from 2 years ago, 57.5%.

Student groups with the lowest performance level on one or more indicators on the 2023 Dashboard.

Student with Disabilities: CAASPP ELA & Math
African American: CAASPP Math
White: College/Career Indicator
Socioeconomically Disadvantaged: Chronic Absenteeism Rate

On the 2024 Dashboard, the student groups of English Learners and African Americans increased on the ELA CAASPP. All students, English learners, students with Disabilities, Socioeconomically Disadvantaged, and African American students increased on the math CAASPP. The student group of students with disabilities is now longer Red on the Dashboard. The college and career readiness indicator saw an increase in the following student groups: students with disabilities, African Americans, and white students. The white student group is no longer Red on the Dashboard. The graduation rate saw a decline, causing all students and student groups to be Red on the Dashboard.

Student groups with the lowest performance level on one or more indicators on the 2024 Dashboard.
All Students: Graduation Rate
Student with Disabilities: CAASPP ELA
Socioeconomically Disadvantaged: Graduation Rate
Hispanic: Chronic Absenteeism Rate, Graduation Rate
White: Graduation Rate

Lowest Performing Student Groups

The school has Learning Recovery Emergency Block Grant (LREBG) funds to expend in the 2025-26 school year. See Actions 1.4, 1.6, 2.2, 2.3, and 5.3.

All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American, and Two or More Race were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments. The group of Asian students were identified as "Low" on the ELA CAASPP assessments.

All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Hispanic, White, and Two or More Race were identified as "Very High" or "High" in Chronic Absenteeism.

Reflections: Technical Assistance

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

N/A

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.

CA Virtual Academy at Sonoma is in CSI for graduation rate.

Support for Identified Schools

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

The graduation rate from 2021 to 2023 was 57.5%, 76.8%, and then 68.3%. This was an overall increase of 10.8% across the 3 years, with the 2022 year artificially boosted, due to Assembly Bill 104, also known as the Pandemic Bill. The bill allowed graduates to opt into the state minimum course requirements, also referred to as the reduced credit model, to earn their diploma. The 2024 graduation rate for Sonoma dropped again to 57.1%.

The CSI plan was developed to address the graduation rate based on a school-level needs assessment that included State Testing data analysis, internal diagnostic test data analysis, and educational partner input. Educational partner input included surveys and synchronous engagement meetings for parents, students, teachers, and staff. Teachers, guidance counselors, support staff, and administrators participated in data analysis, input surveys, and synchronous meetings.

Through the needs assessment and reviewing the high school course pass rates and credit deficiency reports, it was determined that math continues to be the greatest area of need, particularly in building teacher capacity in the areas of math instruction, data analysis, and using data to target instruction effectively. The high school math course pass rate from the fall of 2022 to the fall of 2024 was maintained at approximately 75%, this after an increase of about 8% in 2023. This increase/maintenance is partly due to the math coaching provided to our teachers since first entering CSI. For the past 3 years, the math teachers have worked with coaches from SCOE to improve proficiency in mathematics by focusing on mathematical practice standards and evidence-based curriculum and teaching practices. Math knowledge of teachers is important as it impacts student learning (Lambert & Sugita, 2016). We honor the different needs of all learners and strive to provide equitable learning opportunities to them. In the same way, we need to honor the different needs of all teachers and provide them with equitable opportunities to learn mathematical content and effective practices.

While we have evidence of the impact the SCOE coaching program has had on the math teachers, we are consistently looking for ways to improve the coaching and support offered. In early spring of 2024, the math teachers were surveyed about the impact SCOE coaching has had on their teaching and student learning. There was much positive feedback including, "My IC has provided suggestions to increase student engagement which have worked very well" and "Enhancing my teaching techniques and proficiency has led to improved student outcomes in my math courses."

There were also concerns shared that the SCOE coaches do not know our school's platform and systems as well as our in-house instructional coaching team. Our in-house coaches (who coach other content areas) are previous CAVA teachers and leaders who have extensive backgrounds in our CAVA systems and are able to help teachers navigate issues or challenges with the systems. Since our math

teachers were working with SCOE coaches who do not have this same background, they were unable to receive that same guidance and training, as part of the coaching program. Some leaders also shared that math teachers were not being held as accountable as their peers from other content areas because the SCOE coaches were not as involved in follow-up conversations with admin as our in-house instructional coaches.Our in-house instructional coaches meet monthly with our admin team to discuss the best way to support struggling teachers.

Based on this feedback, we will refine our approach to math coaching for the 2025-26 school year. We will hire math coaches, funded through our CSI funds, to provide targeted support to math teachers. These coaches will receive comprehensive training from the school's instructional coaching department to strengthen math instruction, with a clear focus on boosting student outcomes and increasing math proficiency.

Additionally, to address the identified need to build capacity in data analysis to effectively target instruction, we will continue to build and strengthen our Professional Learning Communities (PLCs). These PLCs identify guaranteed and viable curriculum, build common assessments, and conduct question analysis to ensure every opportunity for instruction is targeted to each student's individual needs. The research found that "well-developed PLCs have a positive impact on both teaching practice and student achievement." (Vescio, V., Ross, D., & Adams, A. 2008). Our team of instructional coaches provided guidance and support to PLC. They supported teachers with improving student engagement, content mastery, CCSS, and best instructional practices for student-centered learning. Our PLC journey will continue in 25-26 with a focus on tier 2 and tier 3 intervention.

The interventions we have implemented through the CSI process have positively impacted our math proficiency rates on the CAASPP assessment, which have increased from 15% to 32% from 2023 to 2024. In addition to an overall increase, all subgroups increased. Through the needs assessment, it was determined that there are no resource inequities at our direct-funded independent study charter school.

Monitoring and Evaluating Effectiveness

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

The following measurable outcomes will be used to evaluate the implementation and effectiveness of our CSI plan to support student and school improvement.

* Graduation rate
* High school course pass rates
* Absenteeism data
* Math CAASPP results
* Star 360 Math diagnostic assessment

During 24-25, all staff (teachers, leads, principals, directors, and head of school) evaluated lead measures addressing chronic absenteeism and graduation rate weekly, including daily logins and activity in classes, attendance at live sessions, weekly points earned in math and

English classes, and students failing courses. Administration, including the head of school, directors, and principals, evaluated the following lag measures at least quarterly: withdrawal/retention rates, absenteeism data, high school course pass rates, and Star 360 math diagnostic assessment data. We will continue this in 25-26.

While the graduation rate remained fairly consistent from 2021 (57.5%) to 2024 (57.1%), taking into account the years influenced by the pandemic bill, the math proficiency rate significantly increased from 2023 (15%) to 2024 (32%). The following progress monitoring tools will continue to be monitored: retention rate, high school course pass rates, and math diagnostic results. In addition to the quarterly monitoring, at the end of the school year, the administration will evaluate the graduation rate, and Math CAASPP results. The administration shares findings at educational partner meetings and decides if the data supports a continuation of the interventions/actions.

The administration sent surveys on varying topics, including social-emotional needs, factors contributing to absences, academic needs, and needed resources to improve school achievement, throughout the year to parents and students asking for their input on specific data points that impact outcomes in chronic absenteeism and graduation rates. These survey results were shared during quarterly educational partner meetings where discussions were facilitated around the data and actions needed to continue improvement.

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
Parents	Parents are actively engaged through robust and inclusive virtual meetings, surveys, and direct communication. Recognizing the critical role parents play in student success, there are multiple platforms for collaboration, feedback, and partnership. Educational Partner Engagement Meetings are offered throughout the school year. These meetings are open to parents, families, students, teachers, staff, and community members and serve as a forum to review programs, provide feedback, and guide school planning. A fall Title I meeting outlining the programs' purpose, funding, and how it impacts students is offered. Parents are informed about their rights to be involved in their child's education and how they can participate. A spring meeting focused on Parent and Family Engagement, inviting families to collaborate with staff and suggesting improvements based on current needs and priorities is offered. Additionally, Parent Advisory Committee meetings composed of both parents and students meet twice per year to review the Local Control and Accountability Plan (LCAP) and provide input directly to the Head of School. To ensure accessibility, all meetings are held virtually via Zoom, with sessions offered in both English and Spanish. Sessions include dedicated time for questions and feedback, supporting participation. After every meeting, a summary, relevant resources, presentation materials, and access to a follow-up survey are shared with all

Educational Partner(s)	Process for Engagement
	families. This multi-format approach allows families to engage in a way that fits their schedule and ensures that every voice is heard, regardless of availability. In addition to formal meetings, monthly Coffee Chats and quarterly Family Teacher Organization (FTO) meetings offer families ongoing opportunities to connect with staff, provide input, and build strong partnerships to support students. Parent workshops, events, orientations, and meet-and-greets, both virtually and in person, further encourage engagement and connection. The school maintains continuous communication through ParentSquare our school wide communication platform, tools like the Bear Tracks weekly community newsletter, the LC community (community social platform), and the CAVA website, in addition to department specific websites, ensure families stay informed of their rights and opportunities to participate in their child's education. The current LCAP, mid-year updates, and the School Accountability Report Card (SARC) are easily accessible on the school website. To support understanding, we provide visual resources, including infographics and the CA State Dashboard, which clearly highlight school wide goals, actions, and progress toward goal completion. Teachers regularly confer with families about student progress, collecting input to better understand student needs and offering tailored support. Families can submit input and ask questions at any time via the community inbox at info@caliva.org.CAVA. The school closes the feedback loop by sharing how input has shaped decisions and updates through infographics, dashboards, and progress reports. Surveys are central to CAVA's feedback process: • Climate surveys are administered annually to parents of students in grades 2, 5, 7, 9, and 11. • An LCAP survey is distributed to all parents each year.

Educational Partner(s)	Process for Engagement
	• A community survey is shared each semester to gather feedback on events, activities, and school connections. Check-in surveys are conducted one week before enrollment, two weeks after school starts, and three additional times during the year. These surveys gather real-time feedback and trigger immediate support where needed. The leadership team then analyzes this feedback to identify key concerns, service gaps, and areas for improvement. This collaborative process ensures that the Parent and Family Engagement Policy remains responsive to the evolving needs and priorities of families and the school community. As an independent study program, we recognize the critical role of parents as Learning Coaches, who work closely with their children and collaborate daily with teachers and school staff. Supporting student success is a shared responsibility and an ongoing two-way conversation. Through consistent outreach, responsive communication, and a deep commitment to improvement, we ensure that its educational planning remains student-centered and reflective of the voices of all its educational partners.
Students	Students are supported and heard within the virtual learning environment through leadership opportunities and structured feedback systems. Student Government is available for both middle and high school students, offering a platform for leadership, collaboration, and student voice in school decisions and activities. This fosters a sense of community, responsibility, and belonging. Additional opportunities for student leadership include High School Link Crew, National Honor Society, National Junior Honor Society, and College and Career Prep program.

Educational Partner(s)	Process for Engagement
	To gather student perspectives and improve the learning experience, student check-in surveys are conducted regularly—one week before enrollment, two weeks after school begins, and three additional times throughout the year. These short surveys collect specific, actionable feedback and trigger immediate support when needed. Students in grades 2, 5, 7, 9, and 11 participate annually in the climate survey, which measures how safe and connected they feel in the virtual environment. Results are used to guide improvements and ensure a more supportive and engaging school experience. A community survey is shared each semester to collect feedback on the quality and impact of school events, activities, and connections. In-person events are also held throughout the year to help students and families in the same geographic areas connect with each other and with staff, creating stronger relationships and channels for feedback. Student clubs are based on student interests and provide further opportunities for connection, enrichment, and engagement. Additionally, Parent Advisory Committee meetings—composed of both parents and students—are held twice per year to review the Local Control and Accountability Plan (LCAP) and provide input directly to the Head of School. Through leadership roles, continuous feedback loops, and relationship-building opportunities, students are actively engaged and their voices are valued.
Teachers and other staff	Guiding Coalition Teams collaborate regularly to share effective instructional practices and implement strategies that increase academic outcomes for students. These teams help drive schoolwide improvement through shared leadership and collective responsibility. Weekly meetings, known as WIGs (Wildly Important Goals), are held across the school to track progress on critical goals, such as academic proficiency, chronic absenteeism, and graduation rates.

Educational Partner(s)	Process for Engagement
	Teachers and staff determine the steps each team will take in the coming week to drive improvement. A structured Professional Learning Community (PLC) model ensures staff engage in ongoing professional dialogue focused on student achievement, instructional strategies, and targeted support. These meetings create a collaborative culture where educators work together to improve student learning outcomes. To support staff well-being and gather meaningful input, teacher/staff check in surveys are distributed each year. These check-ins help leadership understand experiences, identify needs, and provide timely support to promote a positive and productive working environment.
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.
English Learner Advisory Committee	The school has 21 or more English learners, so the English Learner Advisory Committee (ELAC) plays a crucial role in supporting the academic needs of English Learners (ELs). Parents or guardians of the school's English Learners constitute at least the same percentage of the ELAC membership as their children represent the student body. The ELAC's mission is to give the parents/guardians of ELs a voice with which to advise and steer the school in its mission to support EL students. The role of ELAC members is to advise school officials on programs and services for English Learners within the school, including providing input for the development of the school's EL Master Plan and EL programs and services, assisting the school with an annual EL Needs Assessment, and developing ways to make parents/guardians aware of the importance of regular school attendance. Each year, an EL Parent Meeting is held in September to inform parents/guardians of ELs about the academic and language acquisition process in our school. ELAC meetings are held 3-4 times per school year via Zoom, and the parents/guardians of all ELs in the school are invited to attend. Attendance is recorded through a virtual

Educational Partner(s)	Process for Engagement
	sign-in survey and a recorded audio/video file of the meeting itself. The meetings are conducted in both English and Spanish, with Arabic translation features included, and the meeting agendas and minutes are sent out to attendees in both English and Spanish for approval.
MKV/Foster Coordinator/Administration	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 Support Specialist 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 SEL 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.

Goal 1
Action 1
The 3rd–5th and Middle School departments will center professional development on building high-performing teams through continuous cycles of inquiry using standards-based student data.
At the high school level, professional development will focus on improving the quality of student feedback through collaborative team analysis and instructional refinement.

Action 3
The ELD Department will provide targeted professional development to strengthen Designated ELD instruction. Topics include differentiation by proficiency level, supporting Long-Term English Learners, maximizing instructional time, preparing for the Summative ELPAC, and data-driven feedback. Department leaders will reinforce PD through real-time coaching during classroom instruction.

The Interim ELPAC will be used as a pre-assessment and mid-year benchmark. Staff will analyze results through data conferences and weekly Wildly Important Goal (WIG) meetings to inform instruction and interventions. ELD Specialists will continue using Pear Assessment with expanded coaching support.
Tier 3 reading interventions will move to K12 Skills Arcade, an adaptive platform aligned with grade-level rigor. Staff will use dashboard insights to group students and reteach skills live when mastery is not achieved independently.

Action 4
TK–2 will implement the DIBELS universal screener for both Math and ELA, enabling more responsive, individualized instruction through timely data.
MTSS coaching support will expand to middle and high school.

Action 6
Middle school will launch a Science Camp for rising 8th graders to introduce the first NGSS unit for the 2025–26 school year.

Goal 2
Action 2
Launch a Multilingual Feedback System – Implement an anonymous survey platform supporting text, audio, and video input. Families can access it via QR codes and ParentSquare links. Submissions will highlight key themes and guide targeted action.
Boost Participation – Proactively contact families who haven't provided feedback to identify and eliminate barriers.
Build LCAP Awareness – Release short, on-demand videos explaining LCFF, the LCAP process, and how families can engage. Videos are available anytime to fit varying schedules.
Expand Support – Enhance onboarding, follow-up, and provide more parent workshops, especially around technology use.

Action 3
Integrate SEL Topics into Courses and Events – Reinforce SEL assembly themes by embedding content into Middle and High School ORN courses and equipping Elementary staff with materials to use during Paw Pride sessions.
Strengthen Mental Health Support – Train administrators to use Care Solace and guide families through warm handoffs when appropriate. Clarify the difference between a "warm handoff" and an "anonymous search" to improve how staff connect families and students with resources.
Sustain Collaborative SEL Efforts – Continue building a schoolwide SEL plan that actively involves teachers, students, staff, and parents.

Goal 3
Action 1
Improve ISP Reimbursement Outreach – Enhance communication to raise awareness about the ISP reimbursement process and ensure timely verification with no delays.

Action 2

For 8th grade, teachers with single-subject or supplemental credentials will be assigned to ensure core subjects. math, ELA, science, and history. are taught by highly qualified, well-trained educators.

Action 5
Expand Support for Homeless and Housing-Insecure Students – Increase staffing to provide more effective services for students experiencing homelessness or housing instability.

Goal 4
Action 1
In response to increased enrollment, we will expand the Attendance Advocate FTE and enhance the Compass team's targeted follow-up and onboarding support for families.

Goal 5
Action 3
The school will offer after-hours support courses, including Geometry, Literature, and A-G credit recovery, as well as dedicated graduation support to help students stay on track for graduation and meet academic requirements.

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 state math (49.1 points below standard) achievement results are above the school's results. As well as many student groups below in ELA. The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated in Red on the Dashboard and are 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Students with disabilities are indicated in Red on the Dashboard and are 155.8 points below standard in math. 73% of students with disabilities are also socioeconomically disadvantaged. English learners (EL) increased in English language proficiency by 23.8%, 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, 1.9%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.2%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 13.7%, which is below the state average of 43.9%. Through the implementation of the actions in this goal, the school anticipates achievement increasing in the areas identified in the Measuring and Reporting Results section for the identified student groups below and all students.

ELA CAASPP
All students 13.6 points below standard
Indicated Red on the Dashboard
Student with Disabilities 104 below
Not Red on the Dashboard but below all students.
English Learners 87.6 below (not a significant student group)
Socioeconomically Disadvantaged 29 below

Math CAASPP
All students 67.5 points below standard
Indicated Red on the Dashboard

Student with Disabilities 155.8 below
African American 124.9 below
Not Red on the Dashboard but below all students.
English Learners 105.3 below (not a significant student group)
Socioeconomically Disadvantaged 81.8 below

College/Career Indicator
All students 13.7%
Indicated Red on the Dashboard
White 9.7%
Not Red on the Dashboard but below all students.
Socioeconomically Disadvantaged 12.3%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.6 below English Learners** 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American 124.9 below Hispanic 81.8 below White 44.5 below	2024 28.9 below English Learners** 66.1 below Long-Term English Learners** 120.9 below Student with Disabilities* 124.9 below Socioeconomically Disadvantaged 47.5 below Homeless** n/a African American 55.3 below Hispanic 46.7 below White 31 below Asian** 46.7 below		At standard	Declined 15.3 English Learners** increased 21.5 Student with Disabilities* declined 20.9 Socioeconomically Disadvantaged declined 18.5 African American increased 8.6 Hispanic declined 17.3 White declined 39.1 Asian** declined 25.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More Races** declined 60.3
1.2	Mathematics CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 67.5 below English Learners# 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American* 124.9 below Hispanic 81.8 below White 44.5 below *Red Dashboard Indicator #Not a significant student group	2024 66.6 below English Learners** 87 below Long-Term English Learners** 167.2 below Student with Disabilities 151.1 below Socioeconomically Disadvantaged 77.8 below Homeless** n/a African American 113.5 below Hispanic 81.8 below White 73 below Asian** 9 below		At standard	Maintained 0.9 English Learners** increased 18.3 Student with Disabilities increased 4.7 Socioeconomically Disadvantaged increased 4.0 African American increased 11.4 Hispanic maintained 0.1 White declined 28.5 Asian** increased 22.4 Two or More Races** declined 16.5
1.3	CA Science Test Source: Dataquest	2023 26.3% Student with Disabilities 13.3% Socioeconomically Disadvantaged 19.9% African American 10.6% Hispanic 20.3% White 33.8%	2024 50.9 English Learners** 42.6 Student with Disabilities** 38.2 Socioeconomically Disadvantaged 48.2		50%	-1.6% Student with Disabilities -5.2% Socioeconomically Disadvantaged 1.7% African American 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American** 40.2 Hispanic 47.2 White 52			Hispanic 1.3% White -5.4%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.7% Student with Disabilities** 0.0% Socioeconomically Disadvantaged 12.3% African American** 6.3% Hispanic 15.8% White* 9.7%	2024 12.4% Student with Disabilities** 4.2% Socioeconomically Disadvantaged 11.2% African American** 12.5% Hispanic 12.5% White 15.4%		40%	-1.3% Student with Disabilities** 4.2% Socioeconomically Disadvantaged -1.1% African American** 6.2% Hispanic -3.3% White 5.7%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 15.2% CTE Pathway Completion 1.9% CTE SED Only 1.2% Both CTE & a-g Completion 1.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 25.5%	2024 a-g Completion 10.1% CTE Pathway Completion 0.8% CTE SED Only 0.0% Both CTE & a-g Completion 0.8% Passage of AP Exam 0.0% Early Assessment Program (EAP) 16.8%		40%	a-g Completion -5.1% CTE Pathway Completion -1.1% CTE SED Only -1.2% Both CTE & a-g Completion -0.2% Passage of AP Exam 0.0% Early Assessment Program (EAP) -8.7%
1.6	English Learner Progress	2023 55.0%	2024 37.9%		70%	-17.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% making progress towards English language proficiency Source: Dashboard **Not a significant student group		Long-Term English Learners** 38.7%			
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 4.8%	2024 3.1%		20%	-1.7%
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading Proficient & Advanced (at/above grade level) Source: Internal	2023 K N/A 1st 64.2% 2nd 53.5%	2024 59.2% K 79.0% 1st 57.1% 2nd 48.2%		70%	K N/A 1st 1.1% 2nd 7.2%
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 62.1%	2024 63.1%		70%	9.2%
1.10	Reading Growth (Star 360)	2023 45.1%	2024 52.9%		70%	7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	English Learners 48.3% Students with Disabilities 47.7% Socioeconomically Disadvantaged 40.8% African American 39.8% Hispanic 43.4% White 47.1%	English Learners 55.1% Students with Disabilities 45.7% Socioeconomically Disadvantaged 52.4% African American 45.8% Hispanic 51.0% White 52.2%			English Learners 6.8% Students with Disabilities -2.1% Socioeconomically Disadvantaged 11.7% African American 6.0% Hispanic 7.7% White 5.1%
1.11	Math Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 52.3% English Learners 51.7% Students with Disabilities 44.4% Socioeconomically Disadvantaged 50.7% African American 47.6% Hispanic 45.6% White 58.6%	2024 56.5% English Learners 53.1% Students with Disabilities 53.3% Socioeconomically Disadvantaged 55.6% African American 48.6% Hispanic 58.0% White 56.4%		70%	4.2% English Learners 1.3% Students with Disabilities 8.8% Socioeconomically Disadvantaged 4.9% African American 1.0% Hispanic 12.5% White -2.2%

Goal Analysis [2024-25]

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.

Action 1 (Professional Development)
The school remained committed to becoming a Professional Learning Community (PLC) model school and provided all staff with opportunities for professional development in the PLC evidence-based best practices for improved student outcomes. The leadership team

continued leading a PLC by creating high-performing teams at all staff levels and monitored growth and progress through the intentional collection of evidence and artifacts. Professional development was 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 continued their participation in coaching to implement the mathematical practice standards, and all high school staff were trained on A-G requirements and how they applied to course development. All teachers and staff received training each semester on the CASEL 3 Signature Practices (Inclusive Welcome, Engaging Strategy, and Intentional Close). The B.E.A.R. Expectations (Be Responsible, Engage in Learning, Aim for Success, Respect All) were introduced and implemented schoolwide to support the establishment of consistent behavioral expectations across all grade levels and learning environments.

Action 2 (Instructional Coaching)
Instructional Coaches provided teachers with opportunities to reflect during the 2024–2025 school year. Instructional Coaches partnered with teachers to help them determine what they wanted their students to be able to do in their virtual classrooms, and this reflection allowed teachers to make instructional adjustments aimed at improving student achievement and proficiency. In addition to meeting with each teacher at least once per quarter, Instructional Coaches provided professional development for TK–12th grade teachers, offering a choice of sessions based on topics teachers were interested in exploring further. Topics included Engageli, classroom management, rigor, differentiated instruction, student engagement, student choice, and various instructional strategies. Instructional Coaches (ICs) supported the PLC process by partnering with teachers to reflect on instructional practices, set student-centered goals, and work through the four critical questions in collaborative administrative teams regarding what teachers needed to know and be able to do in live instruction. ICs used research-based coaching techniques to help teachers identify focus areas, set specific goals, and implement teaching strategies designed to improve student achievement.

Action 3 (English Language Support)
In order to increase the percentage of English learners who made progress toward English proficiency and demonstrated proficiency on the Summative ELPAC, the school utilized a California ELD standards-based curriculum. In addition, the school used supplemental programs to specifically target EL students' language needs. Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (AR-LTELs) received extra language instruction and support, in addition to their regularly scheduled, required Designated ELD sessions. Any English learner students in grades 3–12 who scored at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California and had lived in the United States for less than three years also received additional Newcomer support. The school continued to provide effective language assistance to Limited English Proficient (LEP) students and families. The school gathered input from educational partners and used feedback from all educational partners and EL achievement data to determine annual staff professional development.

Action 4 & 7 (Instructional Support & Instructional Intervention)
In elementary and middle school, weekly Wildly Important Goals (WIG) meetings provided a collaborative space for educators and leaders to discuss focused commitments designed to boost student academic achievement. Instructional Leads played a key role in training and supporting teacher teams, facilitating data-driven collaboration, and ensuring all Tiers of instruction incorporated evidence-based best practices. The Instructional Leads mainly focused on Tier 2 and Tier 3 sessions which supported students in meeting personalized learning goals aligned with the guaranteed and viable curriculum (GVC) standards for Mathematics and English Language Arts (ELA). Educators

reviewed assessment data to identify specific areas of need, and students were scheduled for targeted intervention sessions, with Tier 3 instruction addressing foundational skill gaps. Tier 3 programs, including Lalilo, Mindplay, Amira, and Freckle, were implemented to close learning gaps in reading and math, resulting in measurable student growth. The Reading Coordinator collaborated with teachers to implement and support the literacy program using research-based practices, instructional strategies, and assessments aligned with California's English Language Arts and Literacy Standards.

High school teachers met weekly to analyze data and identify students requiring additional support to master course standards. They implemented targeted intervention sessions multiple times each week, while office hours offered students opportunities for clarification and deeper engagement with the material. The schoolwide team collaboratively identified the essential Common Core State Standards (GVC) that all students were expected to master before advancing to the next grade level. Professional Learning Teams (PLTs), comprising general education, special education, and English Language Development teachers, developed learning progressions for each standard and worked together to establish Tier 1 instructional best practices. Dedicated instructional blocks in the master schedule focused on explicit GVC instruction, and PLTs administered common formative and summative assessments to monitor instructional effectiveness and determine which students required Tier 2 intervention or extension.

Action 5 (CTE)
The school's Career and Technical Education (CTE) program expanded and continued to develop, focusing on the importance of career readiness education and the opportunities it provided for youth in high-demand, high-growth job fields. CTE at the high school level offered students opportunities in six different industry sectors with a variety of CTE pathways to choose from. Careers and CTE course options were expanded to middle school, where 6th, 7th, and 8th grade students had an elective option to enroll in a career exploration course. For 7th and 8th graders who had already completed the career exploration course, opportunities were available to enroll in high school IT, Business, and Arts, Media, and Entertainment courses for high school credit. High school students met with career coaches to receive information and support on creating résumés, networking, interviewing, college preparation, internships, and more. In collaboration with the school counselors and Work-Based Learning Specialist, the career coaches supported live, interactive workshops to prepare students for their futures; these free virtual sessions were a resource that supported career and college readiness. The school's CTE students were also eligible to participate in the Career & Technical Student Organization (CTSO) offered through the school.

Action 6 (Summer School)
A variety of summer programs were implemented to promote learning year-round in our Elementary (K-5) programs. New students had an opportunity to participate in a Jump Start program allowing them to complete the universal screener early as well as become acclimated with our program and curriculum. This program proved successful in ensuring retention of our students into the school year as well as ensuring a strong start for students. 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. This also proved successful in ensuring mastery of guaranteed and viable curriculum standards for students who participated that did not gain mastery during the regular school year. One barrier to our summer programs was consistent attendance at live sessions.

Middle School continued with the Summer ELA and Bridge Summer Program for rising 6th, 7th, and 8th grade students. Bridge program teachers will frontload students in their next grade level high priority standard in math and ELA to start the school year. Instruction in the next grade level standards will prepare students for success in their next grade level Math and/or ELA course work. Some challenges we faced was consistent attendance in the 4-week program; however the students who attended did show more growth.

High School Summer School's goal was to increase the number of credit sufficient participants by 10% compared to the rate prior to the start of the summer term. Students who were severely credit deficient were targeted for summer program participation. Course offerings were also adjusted to provide specific A-G and credit recovery options to ensure students had access to courses needed to catch up in courses in many different transcript categories as well as stay on track with course sequencing during the school 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.

N/A

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

Action 1 (Professional Development)
Throughout the 2024-2025 school year, professional development (PD) initiatives across all grade levels focused on enhancing instructional practices and student outcomes. In TK-2, staff completed ongoing PD on Orton-Gillingham practices based on the science of reading, with a Reading Warm-Up integrated into all Tier 1 ELA blocks. During the first semester, 82.6% of TK-2 classrooms visited demonstrated implementation of these practices. Staff also attended in-person PD on tiered instructional strategies; 97% rated it effective, noting improvements in managing Tier 1 live sessions, using BRISK and PEAR for Tier 2 remediation, and applying Tier 3 programs (Freckle, Lalilo, Amira) after learning to analyze STAR 360 and ESGI data. The training effectively strengthened teachers' ability to deliver differentiated instruction and target interventions based on student data.

As a result of our professional development and focus on learning, our department (Grades 3-5) has made significant progress in improving its Multi-Tiered System of Supports (MTSS), as shown by the results from the SWIFT Fidelity Assessment. This tool looked at several important parts of our MTSS system, including the effectiveness of our Intervention Team, supplemental and intensive intervention programs, and collaborative teacher teams. The MTSS/Intervention Team, which focuses on providing support to students who are at the greatest risk of falling behind, increased its fully-implemented success criteria from 19% to 52%. Our supplemental and intensive intervention programs, which are designed to help meet the needs of all students, improved from 17% to 65.52%. Our collaborative teacher teams, which help with planning and using data to improve instruction, also made progress, increasing from 15% to 39% in fully-implemented success criteria. We met or exceeded our goals in every area.

Elementary leaders, in TK-5, have participated in professional development focused on building a collaborative culture, change management, and conflict resolution. Our Professional Development was effective as our department leaders were able to identify key components that were missing in these areas that led to frustration among staff. The missing elements include missing motivation, resistance, and missing resources. To address these issues, our leaders learned how to use the Knoster Model for Change as a framework for understanding and managing the challenges associated with change. The PD sessions effectively highlighted the importance of addressing these gaps by providing strategies to overcome resistance, build motivation, and ensure that adequate resources are available. The PD also emphasized building the skills and motivation of the team through collaboration amongst the leadership team. In response to these challenges, our leadership team is considering specific actions to be implemented in the coming months to support these three critical areas, motivation,

resistance, and resources. These actions will focus on strengthening the capacity of the team and creating a culture of collaboration and continuous improvement. The goal is to build high-performing teams that will be able to drive lasting change and success across all grade levels.

The middle school PD was recognized as effective, focusing on strengthening collaborative teams around the first two PLC critical questions: What do we need students to learn? and How will we know they learned it? The collaborative teams focused on the right work needing to be done to improve student proficiencies. Feedback showed 87% of teachers reported improved collaboration, and 100% valued the practical guidance provided.

High school teachers have shown significant improvement in their comfort with using rubrics and providing feedback, with only 5% reporting low comfort levels by October compared to 25% in August. There has been a notable increase in teachers' understanding and comfort with using artificial intelligence (AI) for educational tasks, with 73% reporting a good understanding of AI systems after recent training. We're seeing encouraging progress in our PLC process, with teachers reporting increased understanding of key concepts and improved ability to use data for supporting students through tiered interventions. We were able to increase common understanding of the HS PLC Hub by 15.6%. We also increased common understanding of the 4 Critical Questions of PLC by 3.2%. 95.1% of our high school staff were able to log in and successfully use PEAR Assessment to create a CFA, and 100% with remedial support provided. We also increased common understanding of our PLC process/protocols in the following areas, by the following percentages:
Team vs. Group: 26%
Planning vs. Collaborating: 15%
Program vs. Process: 23%
Dependent vs. Interdependent: 21%
Based on a review of our professional development data and evidence from this year, our high school professional development for the 25-26 school year will utilize tools and strategies we already have in place to review data and identify appropriate content intervention and extension needs, with a continued focus on "every student means every student." Our professional development will center around the idea of personalized learning for all learners and will emphasize the importance of addressing each specific learner group (struggling learners, advanced learners).

The CASEL 3 Signature Practices professional development showed parital effectiveness. During K-12 classroom visited, it was found that Inclusive Welcome were present 82% of the time and Engaging Strategy were oresent 76%. B.E.A.R. Expectations were evident in only 50% of classrooms visited during instructional rounds. Implementation of Intentional Close was strategically delayed until Fall 2025. Supplemental resources, including the Homeroom Slide Deck and updated SEL website materials, were developed in response to identified needs for additional support beyond initial training sessions.

Action 2 (Instructional Coaching)
To measure effectiveness of the instructional coaching program, a mid-year survey is used to indicate whether instructional coaches are partnering with teachers to support student growth. Teachers indicated this partnership is present 99.6% of the time. According to the mid-year survey, the majority of teachers know their instructional coaching goals and are actively working on these goals. The coaching team added a new team goal this school year: Student outcomes will focus on math and ELA as measured by a 25% increase of ELA and/or math focused instructional coaching goals. We are moving toward showing effectiveness as indicated by the new metric of tracking ELA and math focused instructional coaching goals. We added this to move toward alignment with our schoolwide goals of improving student proficiency in

ELA and math. As coaches help teachers identify an area of focus, evidence of an increased number of ELA and/or math goals indicates a priority of student outcomes related directly to student learning. The number of ELA/and or math goals increased from a baseline of 15.14% last school year to 44.6% as of the middle of this school year.

Action 3 (English Language Support)
While the school did not have an increase in the percentage of English Learners who made progress toward English proficiency, as measured by the Summative ELPAC, the school did have a 21.50% increase of English Learners meeting or exceeding the ELA standards in grades 3-8 or 11, as demonstrated on the CAASPP. The school had an increase of 18.30% of English Learners meeting or exceeding the Math standards in grades 3-8 or 11, as demonstrated on the CAASPP. The school's Reclassification to Fluent English Proficient (RFEP) percentage for students decreased by 1.67%. The school has provided 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). All teachers and leaders responsible for Integrated ELD have received professional development during both semester one and two 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. Additional professional development and reconsideration of tier 2 and tier 3 supplemental language programs should occur moving forward to support the changing EL needs. Preliminary RFEP data for the 2024-2025 school year shows a potential RFEP rate of 14.67%, demonstrating that the updates made to the school's RFEP plan have been significantly impactful and should continue, including Integrated the ELD professional development for all staff and the direct student and family support that the school's Bilingual Engagement Coach provided to students eligible for RFEP to ensure they have the information and resources needed to meet all requirements for reclassification.

Action 4 & 7 (Instructional Support & Instructional Intervention)
Weekly Wildly Important Goals (WIG) meetings, implementation of evidence-based MTSS practices, particularly in Tier 2 and Tier 3 instruction, and the use of intervention programs supported early literacy instruction through targeted, data-driven collaboration. These actions were effective in Kindergarten (Metric 1.8) , which demonstrated strong foundational outcomes, and contributed to moderate gains in first and second grade reading proficiency (Metric 1.8) compared to the prior year. While growth was most significant in second grade, continued focus on strengthening Tier 3 supports will be important to sustain and accelerate progress across all early grade levels. In mathematics, overall proficiency increased notably from the prior year (Metric 1.9), indicating that current instructional strategies and interventions were effective in improving foundational math achievement.

In Reading, 47% of our 1st and 2nd graders identified as tier 3 graduated out of needing intensive support during quarter 1, and 32% of our K-2 students identified as Tier 3 graduated after quarter 2. 43% of our K-2 students demonstrated gains from beginning of the year (BOY) to the middle of the year (MOY) that were participating in our Tier 3 Lalilo Reading program. 36% of our K-2 students that were Below Basic on BOY grew to Basic, proficient or advanced that were participating in Lalilo Reading. 30% of our K-2 students that were Basic on BOY grew to proficient or advanced at MOY in Reading as well that were participating in Lalilo Reading. For our Amira Reading program, 52.8% of our 2nd graders participating in the program graduated from needing Tier 3 support at the end of quarter 2. 32.4% moved up a school benchmark level on STAR in ELA that were participating in Amira and 21.2% made gains from BOY>MOY. Among 3rd–5th grade students using Amira Reading as intended, 58% of 3rd graders, 60% of 4th graders, and 63% of 5th graders demonstrated reading gains.

In Math, 38% of our 1st and 2nd graders identified as tier 3 graduated out of needing intensive support during quarter 1, and 38 % of our K-2 students identified as Tier 3 graduated after quarter 2. 53% of our K-2 students demonstrated gains from BOY>MOY that were participating in our Tier 3 Math Freckle program. 38% of our K-2 students that were Below Basic on BOY grew to Basic, proficient or advanced that were participating in Freckle Math. 43% of our K-2 students that were Basic on BOY grew to proficient or advanced at MOY in Math as well that were participating in Freckle Math. In grades 3–5, 71% of 3rd graders, 74% of 4th graders, and 73% of 5th graders who participated in Freckle Math showed growth on the STAR assessment from the beginning to the middle of the year.

The actions demonstrated limited effectiveness in improving overall ELA proficiency in Grades 3–8 and 11. While STAR 360 data (See Metric 1.10) indicated reading growth across nearly all student groups, except students with disabilities, this progress did not translate into improved outcomes on the CAASPP. Despite the implementation of targeted intervention sessions, collaborative Wildly Important Goals (WIG) meetings, and evidence-based Tier 2 and Tier 3 supports, CAASPP proficiency rates declined from 2023 to 2024 (see Metric 1.1). These results suggest that although formative assessment data show promising in-year progress for many students, that growth has not yet resulted in increased proficiency on summative assessments.

The actions demonstrated mostly effectiveness in improving overall proficiency in grades 3-8, 11 Math, CAASPP proficiency, and internal assessment data showed positive growth. The effectiveness is attributed to targeted intervention sessions, collaborative Wildly Important Goals (WIG) meetings, and the use of evidence-based Tier 2 and Tier 3 supports. CAASPP grades 3-8, 11 (Metric 1.2) results increased overall from 2023 to 2024, as well as all student groups except the white student group. STAR 360 data (see Metric 1.11) indicated math growth for nearly half of the students, including positive gains for all student groups.

In Middle School for those students assigned to our Tier 3 program: In 6th grade, 40% of the students met the criteria to exit Tier 3 ELA and 34% met criteria to exit Tier 3 Math, In 7th grade, 26% of the students met the criteria to exit Tier 3 ELA and 38% met the criteria to exit Tier 3 Math, in 8th grade, 40% met the criteria to exit Tier 3 in ELA and 48% met the criteria to exit Tier 3 in Math. 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.

Action 5 (CTE)
Overall, College/Career Readiness ("Prepared") declined from 13.7% to 12.4%, representing a 1.3% decrease (Metric 1.4). Among Socioeconomically Disadvantaged students, the "Prepared" rate dropped, from 12.3% to 11.2%. The student groups of Students with Disabilities (0% to 4.2%) and African American students (6.3% to 12.5%) did have an increase. A-G Completion also declined, falling from 15.2% to 10.1%. Additionally, EAP Readiness decreased slightly from 22.5% to 16.8% (Metric 1.5). These declines suggest a need for strengthened academic supports and college-preparatory opportunities. While prior actions such as academic counseling, readiness lessons, and project-based or CTE coursework may have contributed to maintaining EAP levels, the overall downward trend indicates that additional or more targeted interventions are needed to improve college and career readiness outcomes. (Metric 1.5) Expansion to Middle School may have contributed to greater early exposure to career pathways, setting the foundation for future pathway completion. The CTE program action (5) was not fully effective in supporting progress toward the goal of increasing student achievement and proficiency for all student groups. The program contributed to a noticeable rise in overall College/Career Indicator (CCI) readiness rates and improved a-g completion and EAP scores. However, it was less effective in specifically improving CTE Pathway Completion rates, which slightly declined, and did not impact AP passage rates. Furthermore, while Socioeconomically Disadvantaged students showed gains, Hispanic students' readiness slightly declined, highlighting a need for targeted improvements in program engagement and support for specific student groups.

Action 6 (Summer School)
Tier 3 intensive support program used with students working below grade level, usually 2+ years. With the combination of using these programs and live instructional remediation in math and reading, the following was seen.

Kindergarten:
Math: 69% to 83% proficiency (14% increase)
ELA: 75% to 86% proficiency (11% increase)

1st Grade:
Math: 56% to 69% proficiency (13% increase)
ELA: 54% to 66% proficiency (12% increase)

2nd Grade:
Math: 45% to 52% proficiency (7% increase)
ELA: 52% to 59% proficiency (7% increase)

In addition, 75% of Jumpstart participants remained enrolled as of November 15, 2024. Student feedback indicated that 69% rated their knowledge of the Online Learning System (OLS) as a 3 out of 3, 62% felt fully comfortable with Engageli, and 62% met a friend during the program. Parent responses showed strong satisfaction: 88% felt their student was comfortable or very comfortable with the OLS, 84% with Engageli, 79% noted their student met a friend, and 99% felt the program provided a strong start. The program was effective in supporting academic growth, particularly for kindergarten and 1st grade students, where meaningful gains were made, moving students closer to or above 80% proficiency in key skill areas. While the percentage increases (11–14%) may seem moderate in isolation, they represent important shifts, especially for students already nearing proficiency. For 1st graders, gains from mid-50s to mid-60s show significant movement toward grade-level readiness. In 2nd grade, smaller gains (7%) suggest some challenges, indicating that while the program provided benefits, additional or extended interventions may be needed for older primary students to achieve comparable growth. High retention rates and strong student and parent satisfaction further reinforce the program's effectiveness in both academic and social-emotional areas.

Reading:
3rd Grade: 25.9% to 27.4% (+1.5%)
4th Grade: 43.8% to 63.6% (+19.8%)

Math:
3rd Grade: 61.2% to 60.3% (-0.9%)
4th Grade: 48% to 54.6% (+6.6%)

At the end of Quarter 1, 67% of students who participated in Jumpstart remained enrolled.
3rd Grade:
61.5% knew where to locate their SID; 76.9% felt very comfortable with the OLS.

84.5% knew where to find Intro to Online Learning lessons; 92.3% knew what Engageli is.
62.9% completed a Classkick activity; 46.2% knew their Google email and password.

4th Grade:
88.2% knew where to locate their SID; 82.4% felt very comfortable with the OLS.
94.1% knew where to find Intro to Online Learning lessons; 94.1% knew what Engageli is.
35.3% completed a Classkick activity; 70.6% knew their Google email and password.

5th Grade:
70% knew where to locate their SID; 60% felt very comfortable with the OLS.
60% knew where to find Intro to Online Learning lessons; 90% knew what Engageli is.
100% completed a Classkick activity; 70% knew their Google email and password.

The Grades 3–5 Summer School program demonstrated mixed effectiveness. The program successfully supported onboarding and acclimation, particularly for 4th graders, who showed strong understanding of online systems and tools, as well as the highest comfort levels with the Online Learning System (OLS). Retention was also solid, with 67% of Jumpstart participants remaining enrolled by the end of Q1. Academically, results were uneven. Notable gains were seen in 4th grade reading (+19.8%) and moderate growth in 4th grade math (+6.6%), indicating that the intervention was effective for this group. However, 3rd grade academic growth was minimal in reading (+1.5%) and slightly declined in math (-0.9%), suggesting that program adjustments are needed to better support younger students in achieving meaningful academic progress. Overall, while the program proved effective in improving digital literacy, engagement, and retention, especially in 4th grade, further refinement is needed to strengthen its academic impact across all grades, particularly in 3rd grade math and reading.

The following percentage show growth in the content area from the beginning to end of the summer session:
ELA
5th 42%
6th 28%
7th 23%

Math
5th - 45%
6th - 26%
7th - 34%

Middle School Summer Bridge program for ELA and Math displayed progress towards effectiveness for our rising 6th, 7th, and 8th graders. The students received instruction of the first upcoming Math and ELA high priority standards. The growth data shows that from the beginning of summer to end of summer session that we are moving towards proficiency.

In high school our goal of increasing credit sufficiency by 10% by the end of the summer term was met. The credit sufficiency rate increased by 32.93% for summer school participants for the 23-24 school year. The increase for the 22-23 school year was 11.57%.

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.

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.

In the upcoming school year, TK–2 will implement a new universal screener, DIBELS, for both Math and ELA to enhance targeted remediation and support. This tool will provide more timely data, allowing for responsive, individualized instruction to better meet students' needs.

For the HS, we will 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.

Based on the current ELD data and goal progress, the ELD Department will implement the following changes. To improve the effectiveness of Designated ELD instruction, the department will provide targeted professional development to ELD Department staff in the following areas: Differentiating Instruction for All Language Proficiency Levels, Long-Term English Learners, and At-Risk Long-Term English Learners, The Classroom Clock: Making Every Instructional Minute Count, The Power Hour: Preparing Students for, Summative ELPAC Based on Interim ELPAC Scores, and Feedback and Feed Forward: Summative ELPAC Data Analysis and EOY Data Conference. ELD Department leaders will provide performance-based coaching of the professional development learning in action during real-time in-class coaching sessions.

The Tier 2 supplemental ELD program will use No Red Ink instead of Off2Class to support writing standard development and Listenwise to improve listening skill development. The Tier 3 intensive language intervention will transition from Rosetta Stone to Lingolift to ensure that Level 1 and Newcomer students are learning English at the necessary rate.

The ELD Department will implement the Interim ELPAC as a start-of-the-year pre-assessment and a mid-year benchmark assessment to more adequately determine the mid-year progress of active English learners. ELD Department leaders will lead their staff through data conferences and weekly Wildly Important Goal (WIG) meetings to ensure that the results from the Interim ELPAC are being efficiently and effectively used to drive instruction and intervention. ELD Specialists will continue using Pear Assessment, but with increased coaching and support from the Intervention and Special Programs Coaches and Instructional Leads.

Tier 3 language intervention sessions for the ELD Reading standards will transition from using Lalilo, Mindplay, or Freckle to using the K12 Skills Arcade, an award-winning adaptive learning platform that quickly accelerates learning with engaging curriculum engineered to match the depth and rigor of grade-level standards and expectations. ELD Department staff will be trained in how to use the program's dashboard insights to create small groups and differentiate instruction, and they will provide live reteaching of targeted reading skills that students are not mastering independently within the scaffolded program.

Middle school is adding a Science Camp to their summer program for rising 8th-grade students to focus on the first NGSS of the 25-26 School Year.

Actions 4 (Instructional Support) and 6 (Summer School) have been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

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.

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 will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	$81,979.00	Yes
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.	$135,411.00	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	$85,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year. 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 supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, 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 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, 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.		

Action #	Title	Description	Total Funds	Contributing
		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 using an ELD standards-aligned program, Tier 2 program – supplemental software that targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, 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.		
1.4	Instructional Support	Learning Recovery Emergency Block Grant (LREBG) Included in Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based	$202,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel & Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick & Knowlton, 2009). Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013) These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students were		

		Description	Total Funds	Contributing
		identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) These metrics will also be used to measure effectiveness. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 107,373		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the 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 (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. 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 career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	$115,858.00	Yes
1.6	Summer School	Learning Recovery Emergency Block Grant (LREBG) Action 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.	$21,894.00	No

Action #	Title	Description	Total Funds	Contributing
		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. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA) and mathematics assessments, and chronic absenteeism. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students were identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Hispanic, White, and Two or More Race were identified as "Very High" or "High" in Chronic Absenteeism. (Goal 4, Metric 4.2) To address these areas of need, the school selected a comprehensive Summer School Program (Grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns to the allowable use in the area of increasing instructional time. Key metrics from the needs assessment included:		

Action #	Title	Description	Total Funds	Contributing
		Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 & 1.2) Elevated chronic absenteeism rates in the following student groups, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2) Credit deficiencies among high school students, putting them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 25-26: $ 21,894		
1.7	Instructional Intervention	In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.		Yes

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 with information and resources to support student learning. The home language of all English learners and those EL reclassified is 10.1% Spanish and 13.9% 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 69% 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	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	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	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."		Increase parental involvement	Increased parental involvement

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	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.	2024 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		Increase participation of parents of unduplicated pupils	Participation continues to increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Many communications also have the option to 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.	and the school is provided in English and Spanish. Many communications also have the option to 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,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessments, and online school activities.			
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).		Increase participation of parents who have a child with exceptional needs	Participation continues to increase
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	Goal Met
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	Goal Met
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2023 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1%	2024 Climate Survey Response Rate: 11.4% Overall, respondents indicated the school has a		Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to	Continue to move towards Target Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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		share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student connections, and helping others.			

Goal Analysis [2024-25]

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.

The school implements a robust, inclusive, and data-driven approach grounded in ongoing input from parents, teachers, staff, and students to provide safe and effective learning environments that foster a positive school culture and connection.

In order to continue improving and strengthening parent participation in programs and in serving as effective Learning Coaches, the school has continued to dedicate itself to providing high-quality and effective interpretation and translation services for our Limited English Proficient (LEP) parents and English Learner (EL) students to support these efforts (Action 1). School notices, reports, statements, or records sent to parents, in addition to being written in English, are written in Spanish. For LEP families who speak a language other than English or Spanish, translation tools and resources to access school information 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 school has a full-time Bilingual Engagement Coach to provide targeted language support in Spanish throughout the calendar year since the home language of all English learners and those EL reclassified in the school is 16.6% Spanish. The Bilingual Engagement Coach meets with students and families in one-on-one or small group sessions to provide training, resources, and support in accessing and utilizing services and instructional support to improve student engagement and academic outcomes and parent participation in school programs, meetings, and platforms. 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. The ELD Department staff has continued to provide ELD Back-to-School presentations offered in English and Spanish for all grade levels. The annual EL parent meeting and English Language Advisory Committee (ELAC) meetings are presented in English and Spanish, and PowerPoint Closed Captioning is offered in Arabic for these meetings.

Through multilingual and accessible communication platforms such as ParentSquare, weekly newsletters, TalkingPoints, and the LC Community social platform, the school ensures equitable access to information and engagement opportunities for all families. The Compass and schoolwide websites include Spanish, Arabic, and Russian translation toggles. Bilingual engagement staff and interpreters support Limited English Proficient (LEP) families in real time, promoting accessibility and inclusion.

To strengthen connections, Community Engagement Specialists lead local initiatives, including student clubs, in-person outings, virtual celebrations, school picture days, and events recognizing student engagement. (Action 2) This year, a third specialist was added to enhance our capacity to plan and execute community-building activities. The Localist platform ensures secure and simplified access to school outings, meetings, and other events, fostering stronger school-community relationships This year, 68 clubs were offered across grades TK-12, including virtual after-hour options, in-school monthly clubs, and in-person opportunities, a 38% increase from the previous school year. From Quarter 1 to Quarter 2, club registrations rose by 5%, highlighting growing student interest in extracurricular involvement. Students in grades 3-8 access the CAVA K12 Zone during scheduled sessions for virtual games and activities with peers. High school students connect through the National K12 Zone, which is open Monday through Friday for social and enrichment opportunities. Throughout the year, community-building events included Park Days, Picture Days (with vision and hearing screenings), Gingerbread Celebrations, Family Game Nights, and Adventures in Reading. We saw a 34% increase at in-person events from Quarter 1 to Quarter 2, reflecting our commitment to creating connection opportunities. The Lead Onboarding Specialist provides leadership for individualized support, while Onboarding Coaches work directly with students to build engagement skills, meet grade-level expectations, and form meaningful relationships. They offer one-on-one and small group coaching for families with low engagement.

New families receive targeted resources through a comprehensive Onboarding Handbook in English and Spanish that clarifies program expectations, outlines communication channels, and explains how to request support. The school actively seeks and utilizes feedback through needs assessment surveys, the Students First Check-In program, and regular advisory meetings such as ELAC, and LCAP Parent (Student) Advisory Committee sessions. Adjusted scheduling, translation services, and virtual access have increased parent participation, especially among English Learner families. LC Coffee Chats and the Family-Teacher Organization (FTO) provide additional forums for regular, supportive dialogue between families and school staff. Schoolwide events like Red Ribbon Week, National School Choice Week, Operation Gratitude, Family Fun Nights, and Teacher/Staff Appreciation serve as community milestones.

Our Compass SEL Support Coaches and Counseling Specialists provide additional emotional support by connecting families with community resources, including Care Solace mental health referrals; providing resources and training for staff; and offering direct support to students and parents with practical strategies for managing emotions. (Action 3) The SEL, Prevention and Intervention Team has developed comprehensive training and resources including staff training on CASEL's 3 Signature Practices and CAVA's B.E.A.R. Schoolwide Behavior Expectations, an updated Safety Risk Referral Process, Red Folder for Staff and Red Book for Leaders with asynchronous and live training. Monthly topic-focused resources have been developed for teachers to use during Paw Pride or Homeroom sessions, integrating SEL Benchmarks and Learning Targets into academic instruction.

Through consistent two-way communication, data-informed decision-making, and culturally responsive practices, the school builds a connected, inclusive community that reflects and responds to the diverse needs of its population, creating an environment where all students can thrive academically, socially, and emotionally.

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.

N/A

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

As a result of the translation and interpretation services provided, 92.8% of EL parents who completed the Annual EL Needs Assessment Survey reported that they are satisfied with their child's English Language Development support. Additionally, 82.6% of EL parents indicated that they always receive communication from the school in a language they can understand. (Metric 2.2) These results demonstrate the effectiveness of the school's efforts to ensure meaningful access to information and support for LEP families. (Action 1)

The school's efforts to promote parent engagement (Action 2) have proven effective, as reflected in parent survey results indicating high satisfaction with opportunities for input (83%) and a welcoming environment (88%). (Metric 2.1) By consistently seeking and valuing parent input through diverse formal and informal channels, such as LCAP aligned surveys, ELAC meetings, FTO events, Student Government, ParentSquare communications, virtual chats, and conferences, the school ensures that parents are active partners in the decision-making process. Key parent identified LCAP priorities (graduation support, internet access, attendance, CTE, support for students with disabilities) inform the school's planning and resource allocation.

The school actively supports unduplicated families (Socioeconomically Disadvantaged, English Learners, Foster Youth, and McKinney-Vento students) through targeted outreach, resources (internet subsidies, learning materials), dedicated programs (such as Compass), bilingual staff, and proactive intervention when engagement is low. Engagement data is tracked to improve participation and refine support strategies for these groups. (Metric 2.2) For Students with Disabilities, collaboration is fostered through active parent participation in IEP meetings, ongoing communication with teachers and case managers, access to dedicated support staff, and workshops focused on executive functioning, resilience, and social-emotional learning (SEL). (Metric 2.3) Frequent communication and SEL resources further empower parents, ensuring that all families are effectively supported and engaged in their children's educational experiences.

The school's social-emotional learning, prevention, and intervention (Action 3) efforts have proven effective, as evidenced by a suspension and expulsion rate of 0% (Metrics 4 & 5) and positive student perceptions of school safety, support, and connectedness. Through administration of a local climate survey across grade spans, the school met LCFF Priority 6: School Climate requirements, collecting valuable feedback on students' experiences. Students reported feeling genuinely cared for by adults who support their academic success and encourage regular attendance. They also recognized the school as a safe environment with effective anti-bullying practices and valued the opportunities provided for involvement in classroom and school decision-making. (Metric 2.6)

Targeted initiatives to strengthen school connectedness, such as the implementation of the 3 Signature Practices to foster student interaction and the adoption of the B.E.A.R. Expectations for behavior, have addressed identified growth areas. Preliminary teacher survey results indicate improvements in peer-to-peer connection and increased student opportunities to share ideas in class. These findings, along with student feedback, reflect the school's ongoing effectiveness in promoting a positive, supportive, and inclusive learning climate for all students. (Metric 2.6)

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.

Actions 2 and 3 have been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

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.

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.	$8,272.00	Yes
2.2	Engagement	Learning Recovery Emergency Block Grant (LREBG) Included in Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005).	$46,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented families, are heard and valued. All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 5,322		
2.3	Social Emotional Learning, Prevention, and Intervention	Learning Recovery Emergency Block Grant (LREBG) Included in Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also	$59,283.00	No

Action #	Title	Description	Total Funds	Contributing
		expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention & Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized support and targeted resources to students and families dealing with trauma. As well as identifying and implementing protocols to ensure school and student safety. This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 31,155		

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 0.1% Credentialed Teachers Assigned Out-of-Field 2.1% Unknown/Incomplete 1%	2022-2023 Fully Credentialed and Properly Assigned 98.1% Teachers Without Credentials and Misassignment 0.0% Credentialed Teachers Assigned Out-of-Field 1.4%		100%	Fully Credentialed and Properly Assigned 1.5% Teachers Without Credentials and Misassignment -0.6% Credentialed Teachers Assigned Out-of-Field -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Unknown/Incomplete 0.5%			Unknown/Incomplete -0.6%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		100%	Goal Met
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3) Visual and Performing Arts (3) World Language (2)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)		Full Implementation and Sustainability (5)	Increase of 1 for: ELA ELD Mathematics Grades 6-12 Next Generation Science Standards Health Ed CTE Physical Ed Visual and Performing Arts Increase of 2: World Language No Change: History-Social Science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Rating Scale (lowest to highest):1 - Exploration and Research Phase2 - Beginning Development3 - Initial Implementation4 - Full Implementation5 - Full Implementation and SustainabilitySource: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)		ELD aligned to ELA Standards Progress in providing professional learning for teaching and 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).	Progress in providing professional learning for teaching to ELD standard. (Increased 1). Progress in making instructional materials that are aligned to the ELD standards.(maintained).
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. 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.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have		Maintain Offerings	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students in grades TK-8 are offered a new grade-specific art and music course each year.	access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.			
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 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.	Fall 2024 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.		Maintain	Goal Met
3.8	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	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		Maintain	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		person by outside vendors.	student's IEP are provided. Some services are provided in person by outside vendors.			
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		10%	-4.1%
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	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		N/A	N/A

Goal Analysis [2024-25]

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.

A stipend is provided to low-income families of $40.00 monthly for their internet service. Families receive this stipend for the cost of internet access semi-annually. Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. Students who participate in an extended school year (ESY) are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year. This reimbursement allows students to have the appropriate internet service and the ability to access the school successfully. (Action 3.1)

Teacher retention strategies include Educator Effectiveness funds to allow for new teacher mentoring programs and continued education while furthering their growth and professional development. We offer leadership opportunities to support teacher growth and career advancement, and we continue our progress toward becoming a Professional Learning Community (PLC) school, which includes having all

staff be a part of a PLC and professional learning team. Staff were provided with robust, high-quality training and professional development opportunities throughout the year. In addition, our new teachers were allotted five days of training before the return of all staff. Upon the return of all staff, there were nine non-instructional days filled with training, preparing for the students' return. New hire training included a meet and greet with our upper administration team, followed by weekly welcome orientations for staff hired throughout the year. All new hires were assigned an Instructional Coach, who guided them in effectively using the Engageli platform for live instruction, and an MTSS Coach, who provided training on the Multi-Tiered System of Support (MTSS) and the PLC process. This training emphasized the key components of the tiered support system and included targeted mini sessions based on Learning by Doing: A Handbook for Professional Learning Communities at Work. All newly hired staff have received live, hands-on training from their department trainers to ensure they understand all school and department policies and procedures. Additionally, new staff were assigned to a new hire support teacher during their first year at our school. New hire support teachers include veteran teachers who excel in their abilities. (Action 3.2 & 3.6)

By focusing on equity, access, and accountability, it ensures that the strategies in LCAP Goal 3 are not only put into action but also effectively help all students access meaningful educational opportunities, no matter their background or situation. This is important for creating an inclusive and successful school environment. All students are provided equal access to a well-rounded, standards-based curriculum delivered through live instruction by highly qualified teachers utilizing 21st-century technology. Regular assessments are used to check student progress, and targeted support is provided to help students close any learning gaps. We continuously assess whether we are meeting our goals for equity and access. This includes monitoring the implementation of the curriculum, the use of technology, teacher qualifications, and specific programs to make sure we are meeting the needs of all students. Data on student performance, course participation, and program involvement is collected and reviewed to find areas where improvements are needed. (Action 3.3)

The Curriculum Specialists played an important role in making sure all students have access to a standards-aligned curriculum, which is part of the goal of providing a well-rounded education. Curriculum Specialists worked to make sure that curriculum support was aligned with grade level high-priority standards to meet the academic needs of all students. They also helped set up summative assessments to track students' progress and identify areas where they might need extra help. They provided instructional resources to help teachers align their daily lessons with key standards. Their work helped make sure that students' needs were being met and that teachers had the tools and support they needed to succeed. (Action 3.4)

McKinney Vento (MKV) students lack fixed, regular, and adequate nighttime residence and qualify for support under the McKinney Vento Act. In an effort to ensure all students engage, connect and grow, we have increased our resources, which includes Food and Housing Resources, Health Services, Mental Health and Crisis Support, Income Support and Internet/Hot Spots. Foster youth students are children and young adults who have been placed in the foster care system. In alignment with LCAP goals, foster youth are supported with the necessary resources to address their academic and emotional needs. This includes providing targeted interventions and social-emotional support, which are critical for fostering a stable and supportive learning environment. (Action 3.5)

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.

N/A

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

Action 3.1 (Student ISP)
The monthly stipend for internet service provided has been effective in ensuring students have reliable internet access, which ensures programs and services are provided to unduplicated pupils. (Metric 3.7) The reimbursement has helped reduce financial barriers for qualifying families and ensures that students can participate in online classes and coursework. Improvements could be made in outreach to increase awareness of the program and in ensuring that the address verification process runs smoothly to prevent any delays in service. Overall, the stipend has effectively supported students' ability to access education.

Action 3.2 & 6 (High Quality Teachers & Staff Training)
The efforts to support high-quality teachers and staff have been effective in maintaining a strong instructional workforce. Throughout the year, 98.1% of teachers were fully credentialed and properly assigned (Metric 3.1), ensuring that students received instruction from qualified educators. To support continued growth and address school needs and expand student support services, the new teachers and educational specialists hired during the first semester made up 20% of all teachers (Metric 3.9).

Retention efforts also proved effective, with 86.1% of new staff completing the school year and 83.7% of returning teachers remaining through the end of the year. (Metric 3.10) New teachers benefited from individualized support through the assignment of induction mentors, targeted coaching on instructional platforms and frameworks, and structured training aligned to the Multi-Tiered System of Support (MTSS) and Professional Learning Community (PLC) models.

Professional development opportunities and mentorship structures played a critical role in promoting instructional consistency, staff collaboration, and career advancement. While significant progress has been made, ongoing expansion of professional development offerings will be necessary to sustain growth and meet the evolving academic and social-emotional needs of all student groups.

Action 3.3 (Equity, Access & Accountability)
The actions taken to focus on Equity, Access, & Accountability have been effective in making progress toward the goal outlined in LCAP Goal 3. 100% of students have standards–aligned instructional materials for all core classes. (Metric 3.2) By prioritizing these areas, it has ensured that all students, regardless of background or circumstances, have access to meaningful educational opportunities. (Metrics 3.5, 6, 7, 8)

Action 3.4 (Curriculum Specialist)
The Curriculum Specialists have played a pivotal role in advancing the school's implementation of state standards by ensuring alignment with state testing blueprints and facilitating annual vertical articulation of essential standards from TK through 12th grade. This work has contributed significantly to instructional coherence and equity, aiming to reduce achievement gaps across all student groups.

Between 2024 and 2025, measurable progress was made in the implementation of state standards. In 2024, most content areas were rated at level 3 (Initial Implementation), indicating that foundational systems were established. By 2025, English Language Arts (ELA), English Language Development (ELD), Mathematics, Next Generation Science Standards, Career Technical Education (CTE), Health Education, Physical Education, Visual and Performing Arts, and World Language advanced to level 4 (Full Implementation), demonstrating significant improvement and deeper integration of standards into classroom practice. Notably, World Language saw a substantial increase from level 2 to level 4, reflecting targeted effort in that area. (Metric 3.4)

History-Social Science remained at level 3, suggesting that while progress was made in most subjects, this content area requires additional focus to achieve full implementation. To sustain progress and close remaining gaps, the following actions are planned, conduct a thorough review of History-Social Science curriculum and instruction to identify and address areas of misalignment.

Action 3.5 (MKV/FY)
This action supports McKinney-Vento (MKV) students and foster youth. It has been effective in providing critical resources and support to address their unique needs. The action support access to standard-aligned materials and all programs and services. (Metric 3.2, 6, 7) There has been an increase in the number of unhoused students from Fall 2023 to Fall 2024 of 30.8%.

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.

Improvement outreach to increase awareness of ISP reimbursement and ensure there are no delays in the verification process. We will increase FTE to support an increase in MKV students. For 8th grade, the campus plans to staff teachers holding single-subject and/or supplemental credentials, ensuring that instruction in math, English Language Arts, science, and history is delivered by highly qualified and well-trained educators.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$93,250.00	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.	$174,462.00	Yes
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	$111,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$43,859.00	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-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.	$32,063.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$61,078.00	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 goal was developed to decrease chronic absenteeism for all students and all student groups. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11.7%) is higher than all students, 8.7%. The attendance rate of English learners, 97.4%, is lower than all students, 96.1%. Students' engagement in learning and schools is largely based on being seen and valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated.

Chronic Absenteeism Rate
All students 8.7%
Red Dashboard Indicator
Socioeconomically Disadvantaged 11.7%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.1% English Learners 97.4% Student with Disabilities 94.2% Socioeconomically Disadvantaged 96.0% African American 95.9% Hispanic 95.5% White 96.1%	2024 96.2% English Learners 96.4% Student with Disabilities 94.4% Socioeconomically Disadvantaged 96.2%		98%	0.1% English Learners - 1.0% Student with Disabilities 0.2% Socioeconomically Disadvantaged 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American 97.0% Hispanic 95.7% White 96.2%			African American 1.2% Hispanic 0.2% White 0.1%
4.2	Chronic Absenteeism Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 8.7% Student with Disabilities 13.3% Socioeconomically Disadvantaged* 11.7% African American 9.8% Hispanic 8.2% White 9.5% Filipino 0.0%	2024 11.4% English Learners 11.5% Long-Term English Learners** 25.0% Student with Disabilities 15.3% Socioeconomically Disadvantaged 13.4% Homeless** 38.5% African American 5.7% Hispanic* 14.9% White 11.4% Asian** 3.7% Two or More Races** 13.7% Filipino** 0.0%		10% for all student groups	2.7% English Learners 8.8% Student with Disabilities 2.0% Socioeconomically Disadvantaged 1.7% African American -4.1% Hispanic* 6.7% White 1.9% Asian** -0.5% Two or More Races** 5.4% Filipino** 0.0%
4.3	High School Dropout Rate Source: SARC	2023 28.4% English Learners Student with Disabilities 38.5% Socioeconomically Disadvantaged 28.4% Homeless African American 31.3%	2024 42.5% English Learners Student with Disabilities 50.0% Socioeconomically Disadvantaged 44.9% Homeless		10%	14.1% Student with Disabilities 11.5% Socioeconomically Disadvantaged 16.5% African American -6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 36.8% White 19.4%	African American 25.0% Hispanic 46.9% White 43.6%			Hispanic* 10.1% White 24.2%

Goal Analysis [2024-25]

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.

The implementation of planned actions to promote student engagement and attendance was carried out as intended, with no substantive differences between the planned actions and those implemented. The school effectively used a multifaceted approach to enhance daily engagement and attendance by combining consistent outreach, data-driven support systems, and comprehensive resources and support provided by the Compass Engagement and Attendance Advocate teams.

4.1 (Compass)
The Compass Engagement Team played a central role in supporting student engagement by targeting students and families who faced challenges and were not attending school regularly. Students are identified for support based on data metrics and can also be referred for support by teachers or staff. Learning targets include School Skills Checklist and SEL Benchmarks. The team's continued focus on equity was evident in their targeted support for underrepresented student groups, including MKV and foster youth, as well as the role of bilingual engagement coaches in meeting linguistic and cultural needs. The use of technological tools for communication further enabled timely and effective outreach to students and families.

The Attendance Advocate team plays a pivotal role in actively monitoring and tracking engagement and student attendance data using the student information system. They follow up on attendance discrepancies, generating reports to guide targeted interventions for students. 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, the ELD department actively reaches out to parents and learning coaches in their primary language regarding attendance matters, utilizing translation services and bilingual staff to ensure effective communication.

Fostering strong engagement is an ongoing opportunity for growth. While some students may face challenges such as inconsistent adult support at home, distractions from learning, lack of school skills, or social-emotional hurdles, the school has taken proactive steps to support their success. By enhancing social connections through the dedicated work of Compass Social Support Coordinators and maintaining a strong system of coaching and outreach, the school continues to create an inclusive and supportive environment where all students can thrive

4.2 (Attendance Interventions)
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall.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.

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.

N/A

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

4.1 – Compass
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall. While there were improvements in attendance rates among students who received targeted support, most notably, a 5% increase for those in small groups and a 14% increase for those receiving one-on-one support, chronic absenteeism (Metric 4.2) increased from 2023 to 2024. The attendance rate was maintained from 2023 to 2024. (Metric 4.1) This suggests that while individualized interventions benefited participating students, broader progress toward the 2% reduction goal was not achieved. Despite the increase, the school's overall chronic absenteeism rate remains significantly below the 2024 California state average of 18.6%, highlighting relative strength in maintaining student engagement compared to statewide trends.

The Attendance Advocate and Compass Engagement Teams' strategies, such as multilingual outreach, daily family contact, and the use of technology to track attendance, remain critical components of the attendance plan. However, the data suggests a need for increased Tier 2 and Tier 3 interventions, deeper engagement with families of chronically absent students, and expanded social-emotional supports to address persistent disparities across student groups.

4.2 – Attendance Interventions
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall. Daily engagement in live online classes and completion of assigned schoolwork are essential for success in the virtual learning environment. To support this, teachers actively monitor both attendance and work completion, and they develop high-impact commitments for students needing additional support. Teachers conduct outreach and follow-up for students who are not meeting expectations, ensuring early intervention and individualized support. While these strategies are aimed primarily at reducing chronic absenteeism among socioeconomically disadvantaged students, they benefit all students who are not consistently engaged. As a result of these efforts, the school's overall attendance rate (see Metric 4.1) continues to trend in the high 90th percentile across student groups.

Although high school dropout rates (see Metric 4.3) remain above the state average, the school is actively addressing this concern through targeted supports, including credit recovery courses. These interventions are designed to keep students on track for graduation and reinforce the school's broader commitment to student engagement, retention, and academic success.

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.

Due to increased enrollment, the Attendance Advocate FTE will be increased, 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.

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.	$108,045.00	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.		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 focused goal was developed to improve the graduation rate. Both the graduation rate of all students (68.6%) and socioeconomically disadvantaged (69%) are low and significantly below the state average for all students (86.4%) and socioeconomically disadvantaged (83.7%). The course pass rate for all students is 76%, the student group of English learners is 70%, and socioeconomically disadvantaged is 73%. The credit sufficiency for English learners (71%) and socioeconomically disadvantaged (70%) are below all students (73%). Educational partner feedback indicated that increasing the graduation rate should be a priority for the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 68.6% Socioeconomically Disadvantaged 69% Student with Disabilities** 66.7% African American** 62.5% Hispanic** 59.0% White** 78.1%	2024 All* 57.1% Socioeconomically Disadvantaged* 54.7% Hispanic* 55.6% White* 55.0%		85%	-11.5% Disadvantaged* -14.3% Hispanic* -3.4% White* -23.1%
5.2	High School Course Pass Rate Source: Internal	2023 76.0% English Learners 70.3%	2024 74.9%		85%	-1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student with Disabilities 70.8% Socioeconomically Disadvantaged 73.2% African American 84.1% Hispanic 72.4% White 69.9%	English Learners 76.2% Student with Disabilities 60.9% Socioeconomically Disadvantaged 72.8% African American 81.9% Hispanic 74.9% White 70.8%			English Learners 5.9% Student with Disabilities -9.9% Socioeconomically Disadvantaged -0.4% African American -2.2% Hispanic 2.5% White 1.0%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 51.7% English Learners 49.8% Student with Disabilities 36.5% Socioeconomically Disadvantaged 43.8% African American 45.8% Hispanic 53.3% White 52.5%	N/A Starting 2024, using a new system to calculate credit sufficiency.		Increase 10% overall and for each student groups	N/A
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 15.2% Student with Disabilities 0.0% Socioeconomically Disadvantaged 11.9% African American 12.5% Hispanic 15.4% White 15.6%	2024 10.1% English Learners N/A Student with Disabilities 0.0% Socioeconomically Disadvantaged 8.4% African American 12.5% Hispanic 5.6%		25%	-5.1% Student with Disabilities 0.0% Socioeconomically Disadvantaged -3.5% African American 0.0% Hispanic -9.8% White -3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White 12.5%			

Goal Analysis [2024-25]

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.

Action 5.1 (Transcript Evaluation Service)
The numbers of transcripts from non-U.S. schools that needed to be evaluated increased tremendously this year.

Action 5.2 (Guidance Program)
Each quarter, the Guidance Counselor (GC) or Freshman Support Specialist (FSS) meets with students individually or in small groups to review student progress, course options, post graduate plan, 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. 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.

Action 5.3 (Math/ELA Intervention)
Three years ago, we implemented a Lab program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in English Language Arts and Mathematics skills for academic success are enrolled in Math Lab and/or English Lab. 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. Two years ago, 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.

Action 5.4 (A-G Completion)
To support A-G completion, the College, Career, and Counseling Coordinator 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 Principals to implement 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. The CAVA2College dual enrollment program expanded its partnership to include Irvine Valley College to provide a wider range of offerings to students,

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.

N/A

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

Action 5.1 (Transcript Evaluation Service)
There was a 137% increase in the number of transcripts evaluated from 23-24 to 24-25. This has led to an increase in credit sufficiently for students who went to a prior high school in another country, demonstrating effectiveness.

Action 5.2 & 3 (Guidance Program & Math/ELA Intervention)
This year, we implemented a new calculation process for credit sufficiency that now pulls from the graduation plan for a student to ensure the student has completed the appropriate number of credits per term but also requires completion of key milestones such as Algebra 1, Geometry, English 9, … This ensures that credit sufficiency tracks remaining grad requirements for a student to graduate within their cohort year. The previous methods used relied on formulas to manually track credits completed and did not take into account the potential graduation year based on the graduation plan managed by the Counselor. This new method does require manual adjustments for graduates since they may not appear as credit sufficient until processed as a graduate and account deactivated which removes access to the graduation plan.

The action produced mixed results. The overall graduation rate declined from 68.6% in 2023 to 57.1% in 2024, with socioeconomically disadvantaged students dropping from 69% to 54.7%. Hispanic students decreased slightly from 59.0% to 55.6%, and White students saw a significant drop from 78.1% to 55%. Course pass rates remained relatively stable, dipping slightly from 76.0% to 74.9% overall. Gains were seen among English Learners (70.3% to 76.2%), Hispanic students (72.4% to 74.9%), and White students (69.9% to 70.8%). African American students experienced a minor decline (84.1% to 81.9%), and Students with Disabilities dropped from 70.8% to 60.9%. The credit sufficiency rate at the start of the fall 2024 term was 61.89% and increased to 64.89% at the end of the fall term. The effectiveness of the action was driven by proactive student meetings, regular updates to graduation plans, and focused intervention for at-risk students through the Math/ELA Lab programs, which helped maintain or improve course pass rates for key student groups. However, despite these efforts, the significant decline in graduation rates shows a gap between course success and graduation outcomes, indicating a need to strengthen long-term support and re-engagement strategies.

For Literacy Lab semester 1, 38% of students were actively engaged, achieving 70% or better participation in the course. 100% of engaged students completed their Beginning of Year (BOY) STAR assessment. By January 30th, 25.9% of students enrolled in Literacy Lab,

increased their STAR Scaled scores from BOY to Middle of Year (MOY) by 5% or more. Improvements were made in English proficiency across various grade levels and student groups: 22% of students with an IEP, 82.8% of students considered socioeconomically disadvantaged, 6% of English Learners, 14% of Hispanic students, and 7% of African American students. While we're pleased with these improvements, we recognize there's still work to be done. We're committed to supporting all our students in their literacy journey and will continue to adapt our approaches to meet individual needs.

By the end of the first semester in the 2023-2024 school year, about 65% of students passed their math courses. This improved to nearly 71% in 2024-2025. In the first quarter of 2024-2025, about 55% of active Math Lab I students were passing their regular math course. By the end of the semester, this improved to 74%. Again, demonstrating the effectiveness of the Math and ELA Lab courses.

Action 5.4 (A-G Completion)
The overall A-G completion rate decreased from 15.2% in 2023 to 10.1% in 2024, reflecting a decline in effectiveness at the schoolwide level. Student group data highlights mixed results. African American students maintained their completion rate at 12.5% across both years, showing consistency despite broader declines. White students also saw a modest decrease from 15.6% to 12.5%. Socioeconomically disadvantaged students dropped from 11.9% to 8.4%, and Hispanic students experienced a significant decline from 15.4% to 5.6%. Student with Disabilities remained at 0.0% in both years, indicating no improvement for that group. Overall, the data points to reduced effectiveness of A-G initiatives in 2024, particularly for Hispanic and socioeconomically disadvantaged students. While African American students maintained their rate, the lack of growth among other student groups underscores the need to reassess strategies to ensure equitable and improved outcomes moving forward.

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.

Action 3 has been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

When students fail courses, it sets them farther off on their path to graduation. Having to make up failed courses, while maintaining current courses can be difficult. After-hours options allow students to focus on their core courses and make up those missed HS units towards graduation after school. We are adding the following after-hours options for 2025-26: Geometry Support Course, Literacy Support Course, and A-G courses.

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.

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.	$1,287.00	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. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	$87,903.00	Yes
5.3	Math/ELA Intervention	Learning Recovery Emergency Block Grant (LREBG) Included in Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007).	$105,390.00	Yes

		Description	Total Funds	Contributing
		The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that the overall graduation rate declined, demonstrating that challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 79,595		
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.	$28,224.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Math Coaches	Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.	$362,419.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,523,608	$0

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
13.403%	0.000%	$0.00	13.403%

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 (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 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 (105.3 below standard) are below all students (67.5 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 (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 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:** Additional student groups to be served: Students with Disabilities, African American The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Students with disabilities are indicated Red on the Dashboard and is 155.8 points below standard in math. 73% of students with disables are also socioeconomically disadvantaged. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium).	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
	Scope: LEA-wide		
1.5	**Action:** Career & Technical Education (CTE) **Need:** Additional Student Group White The percentage of students completing a CTE pathway, 1.9%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.2%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 13.7%, which is below the state average of 43.9%. The student group of White (9.7%) was indicated Red on the Dashboard. 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. **Scope:**	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 increasing overall CTE Completion rates for all students.	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
	LEA-wide		
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 69% 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. **Scope:** LEA-wide	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.
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	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.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and

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
	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		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 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:**	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 75%, while it is only 57% for English learners and 72% 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.	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
	LEA-wide		
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 (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide	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.
3.6	**Action:** Staff Training	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators.	Progress will be monitored through teacher turnover rate and percentage of

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
	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	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.	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 disadvantaged (11.7%) is higher than all students, 8.7%. The attendance rate of English learners, 97.4%, is lower than all students, 96.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:**	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 socioeconomically disadvantaged and attendance rate for English Learners; 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.

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
	LEA-wide		
5.2	**Action:** Guidance Program **Need:** Both the graduation rate of all students (68.6%) and socioeconomically disadvantaged (69%) are low and significantly below the state average for all students (86.4%) and socioeconomically disadvantaged (83.7%). The course pass rate for all students is 76%, the student group of English learners is 70%, and socioeconomically disadvantaged is 73%. The credit sufficiency for English learners (71%) and socioeconomically disadvantaged (70%) are below all students (73%). 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	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 provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.
5.3	**Action:** Math/ELA Intervention **Need:** High school students can not graduate without completing math and ELA courses. Both the graduation rate of all students (68.6%) and	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	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
	socioeconomically disadvantaged (69%) are low and significantly below the state average for all students (86.4%) and socioeconomically disadvantaged (83.7%). The course pass rate for all students is 76%, the student group of English learners is 70%, and socioeconomically disadvantaged is 73%. The credit sufficiency for English learners (71%) and socioeconomically disadvantaged (70%) are below all students (73%) Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** LEA-wide	provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	

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 23.8%, however, EL decreased in both ELA and math. EL is	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	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	(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.
1.7	**Action:** Instructional Intervention **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support through interventions is a priority (high or medium). **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 10.1% Spanish and 13.9% 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	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
	families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)		
4.2	**Action:** Attendance Intervention **Need:** The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11.7%) is higher than all students, 8.7%. The attendance rate of English learners, 97.4%, is lower than all students, 96.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.
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.	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(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.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $227,825. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to $224,432. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted 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.

N/A

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

2025-26 Total Planned 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	$11,367,240	1,523,608	13.403%	0.000%	13.403%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$888,534.00	$341,604.00	$0.00	$736,674.00	$1,966,812.00	$1,579,946.00	$386,866.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$5,997.00	$75,982.00	$1,276.00	$9,595.00		$71,108.00	$81,979.00	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$131,888.00	$3,523.00	$132,231.00			$3,180.00	$135,411.00	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$85,843.00	$0.00	$85,843.00				$85,843.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$153,905.00	$48,233.00	$5,367.00	$146,922.00		$49,849.00	$202,138.00	
1	1.5	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	25-26	$109,737.00	$6,121.00	$105,151.00			$10,707.00	$115,858.00	
1	1.6	Summer School	All	No			All Schools	25-26	$21,894.00	$0.00		$21,894.00			$21,894.00	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	25-26								2.08%

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	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$0.00	$8,272.00	$8,272.00				$8,272.00	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$20,826.00	$25,781.00	$19,031.00	$5,322.00		$22,254.00	$46,607.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	25-26	$58,229.00	$1,054.00		$31,155.00		$28,128.00	$59,283.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	25-26	$0.00	$93,250.00	$93,250.00				$93,250.00	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$173,604.00	$858.00	$174,462.00				$174,462.00	
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$96,698.00	$14,849.00	$71,062.00	$13,524.00		$26,961.00	$111,547.00	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$43,859.00	$0.00	$43,859.00				$43,859.00	
3	3.5	MKV/FY	MKV & FY	No			All Schools	25-26	$30,493.00	$1,570.00	$1,986.00			$30,077.00	$32,063.00	
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$48,454.00	$12,624.00	$48,454.00	$5,373.00		$7,251.00	$61,078.00	
4	4.1	Compass	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$107,881.00	$164.00	$35,459.00			$72,586.00	$108,045.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated	English Learners	All Schools	25-26								2.65%

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
					cated Student Group(s)	Low Income										
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$0.00	$1,287.00	$1,287.00				$1,287.00	
5	5.2	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	25-26	$87,903.00	$0.00	$52,740.00			$35,163.00	$87,903.00	
5	5.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	25-26	$25,744.00	$79,646.00	$8,804.00	$79,595.00		$16,991.00	$105,390.00	
5	5.4	A-G Completion	All	No			All Schools High School	25-26	$14,572.00	$13,652.00		$28,224.00			$28,224.00	
5	5.5	Math Coaches	All	No			All Schools High School	25-26	$362,419.00	$0.00				$362,419.00	$362,419.00	

2025-26 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
$11,367,240	1,523,608	13.403%	0.000%	13.403%	$886,548.00	4.730%	12.529 %	Total:	$886,548.00
								LEA-wide Total:	$697,896.00
								Limited Total:	$188,652.00
								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 Foster Youth Low Income	All Schools	$1,276.00	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,231.00	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,843.00	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,367.00	
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$105,151.00	
1	1.7	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.08%
2	2.1	English Language Services	Yes	Limited to Unduplicated	English Learners	All Schools	$8,272.00	

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 (%)
				Student Group(s)				
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,031.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$93,250.00	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,462.00	
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,062.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,859.00	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,454.00	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,459.00	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.65%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,287.00	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$52,740.00	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$8,804.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,898,403.70	$2,230,706.00

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	$144,805.44	188,625
1	1.2	Instructional Coaching	Yes	$131,556.08	195,452
1	1.3	English Language Support	Yes	$80,979.48	115,365
1	1.4	Instructional Support	Yes	$74,524.42	98,870
1	1.5	Career & Technical Education (CTE)	Yes	$103,015.19	133,663
1	1.6	Summer School	No Yes	$27,857.59	56,527
1	1.7	Instructional Intervention	Yes		
2	2.1	English Language Services	Yes	$3,539.37	5,397
2	2.2	Engagement	Yes	$37,627.40	39,947
2	2.3	Social Emotional Learning, Prevention, and Intervention	No	$55,803.86	57,244

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	Yes	$104,559.55	77,206
3	3.2	High Quality Teachers	Yes	$541,318.41	523,344
3	3.3	Equity, Access & Accountability	Yes	$122,043.30	206,873
3	3.4	Curriculum Specialist	Yes	$45,619.81	65,438
3	3.5	MKV/FY	No	$12,911.97	19,969
3	3.6	Staff Training	Yes	$34,520.85	61,190
4	4.1	Compass	Yes	$98,924.54	110,945
4	4.2	Attendance Intervention	Yes		
5	5.1	Transcript Evaluation Service	Yes	$811.43	671
5	5.2	Guidance Program	Yes	$85,945.43	110,885
5	5.3	Math/ELA Intervention	Yes	$41,566.48	28,724
5	5.4	A-G Completion	No	$25,473.10	20,458
5	5.5	Math Coaches	No	$125,000.00	113,913

2024-25 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)
$1,420,251	$1,233,940.18	$1,475,133.00	($241,192.82)	4.840%	5.120%	0.280%

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	$5,906.49	11,870		
1	1.2	Instructional Coaching	Yes	$131,556.08	194,491		
1	1.3	English Language Support	Yes	$80,979.48	115,290		
1	1.4	Instructional Support	Yes	$9,270.95	11,544		
1	1.5	Career & Technical Education (CTE)	Yes	$92,839.82	123,883		
1	1.6	Summer School	Yes	$541.33	933		
1	1.7	Instructional Intervention	Yes			2.44%	2.65%
2	2.1	English Language Services	Yes	$3,539.37	5,397		
2	2.2	Engagement	Yes	$15,861.72	20,826		
3	3.1	Student ISP	Yes	$104,559.55	77,206		
3	3.2	High Quality Teachers	Yes	$541,318.41	523,344		
3	3.3	Equity, Access & Accountability	Yes	$71,743.35	131,749		
3	3.4	Curriculum Specialist	Yes	$45,619.81	65,438		

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	3.6	Staff Training	Yes	$32,047.72	54,009		
4	4.1	Compass	Yes	$32,182.26	47,352		
4	4.2	Attendance Intervention	Yes			2.40%	2.47%
5	5.1	Transcript Evaluation Service	Yes	$811.43	671		
5	5.2	Guidance Program	Yes	$54,117.76	77,191		
5	5.3	Math/ELA Intervention	Yes	$11,044.65	13,939		

2024-25 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)
$10,759,473	$1,420,251	1.94%	15.140%	$1,475,133.00	5.120%	18.830%	$0.00	0.000%

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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.

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 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 2024

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: Fiscal Year 2025-26 Second Interim Budget Update

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the "Second Interim Budget Update."

BACKGROUND:
This report has been prepared using the Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator.

The adopted budget for the 2025-26 fiscal year was based on anticipated P2 ADA of 987 students. The current P2 ADA estimate for California Virtual Academy at Sonoma has decreased to 977 students, which is expected to generate $15,572,965 in funding. The current budget anticipates a deficit of $380,696, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that California Virtual Academy at Sonoma's revenues meet all expenses with no deficit. The current budget also includes a $336,236 carry forward fund balance from fiscal year 2024-25, which California Virtual Academy at Sonoma will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $15,572,965. The school anticipates an ending fund balance of $336,236 for the 2025-26 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Second Interim Budget Update for the 2025-26 school year on behalf of California Virtual Academy at Sonoma.

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated revenue or unexpected costs that may arise.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:** _____ **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X				X	
Joyce Campbell	X					X
Janell Smiley	X					
Tenisha Farr	X					

California Virtual Academy at Sonoma

Board Presentation

Fiscal Year 2025-26

Second Interim Budget

CALIFORNIA VIRTUAL ACADEMIES

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma

Summary of Changes from Fiscal Year 2025-26 First Interim Budget

Category	Current	Incr (Decr)	Reason
ADA	1,018	(41)	-4.0% decrease compared to Fiscal Year 2025-26 First Interim Budget
LCFF Revenue	$ 12,890,848	$ (517,198)	Decrease primarily due to decrease in estimated P2 ADA
Restricted Revenue	$ 2,640,189	$ (36,513)	Decrease primarily due to an a decrease in enrollment driven SpEd & MH funding, and decrease in planned one-time state restricted funded expenditures
Expenses	$ 15,572,965	$ (122,902)	Primarily due to an increase in estimated FY26 K12 invoice credits, a revenue driven decrease in support services and technology fees, all of which nearly offset by enrollment driven increase in school's proportionate allocation of certificated personnel, an estimated increase in SpEd contracted services, and an effective rate driven increase in student driven materials and services

Fiscal Year 2025-26 Second Interim Budget Highlights

SB740	52.94%	Certificated salaries and benefits, as a percent of revenue, is 12.9% higher than required
	87.41%	Instruction and instruction-related services, as a percent of revenue, is 7.4% higher than required
K12 Invoice Credits	$ (380,696)	Amount of credits issued by K12 for Fiscal Year 2025-26, which guarantee the school does not end the year with a deficit

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma

Fiscal Year 2025-26
Second Interim Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	vs. First Interim Budget Increase (Decrease) $ Difference	% Change	
P2 ADA		987	1,018	977	(41)	-4.01%	a
A. REVENUES							
1. LCFF/Revenue Limit Sources	8010-8099	$ 12,973,716	$ 13,408,046	$ 12,890,848	$ (517,198)	-3.86%	b
2. Federal Revenues	8100-8299	881,039	808,096	821,309	13,213	1.64%	c
3. Other State Revenues	8300-8599	1,491,793	1,868,606	1,818,880	(49,726)	-2.66%	d
4. Other Local Revenues	8600-8799	48,184	43,238	41,928	(1,310)	-3.03%	e
5. TOTAL REVENUES		$ 15,394,733	$ 16,127,986	$ 15,572,965	$ (555,021)	-3.44%	
B. EXPENDITURES							
1. Certficated Salaries	1000-1999	$ 4,839,251	$ 4,871,564	$ 5,080,721	$ 209,157	4.29%	f
2. Non-certificated Salaries	2000-2999	360,598	335,243	307,085	(28,159)	-8.40%	g
3. Employee Benefits	3000-3999	1,879,958	1,875,586	1,880,019	4,432	0.24%	h
4. Books and Supplies	4000-4999	2,695,559	2,807,830	2,875,372	67,543	2.41%	i
5. Services and Other Operating Expenditures	5000-5999	5,592,497	5,777,343	5,402,200	(375,143)	-6.49%	j
6. Capital Outlay	6000-6999	26,871	28,301	27,569	(733)	-2.59%	k
7. Other Outgo	7100-7499	-	-	-	-		
8. TOTAL EXPENDITURES		$ 15,394,733	$ 15,695,867	$ 15,572,965	$ (122,902)	-0.78%	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	432,119	-	(432,119)	-100.00%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	432,119	-	(432,119)	-100.00%	

EXPLANATION OF VARIANCES:

- a -4.0% decrease compared to Fiscal Year 2025-26 First Interim Budget
- b Decrease primarily due to decrease in estimated P2 ADA
- c Primarily due to an increase in planned Title spending
- d Decrease primarily due to an enrollment driven decrease in State SpEd & MH funding, and a decrease in planned one-time state restricted funded expenditures
- e Estimated decrease in interest income
- f Primarily due to enrollment driven increase in school's proportionate allocation of certificated employees
- g Primarily due to a decrease in average salary per employee compared to FY26 1st Interim Budget
- h Primarily due to an estimated decrease in employer portion of health benefits compared to FY26 1st Interim Budget
- i Primarily due to an effective rate driven increase in student instructional materials and services
- j Primarily due an increase in estimated FY26 K12 invoice credits, a revenue driven decrease in K12 support services and technology fees, all of which partially offset by an increase in estimated SpEd contracted services expenditures
- k An immaterial decrease in asset purchases - employee computers and technology

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma

Fiscal Year 2025-26
Second Interim Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	4,850,019
Cert. Supervisors' and Admin. Salaries	1300	$	230,702
Additional Certificated Personnel Pay	1900	$	-
Certificated Employee Benefits	3000-3999	$	1,744,158
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	1,396,778
Certificated Staff Cost		**$**	**8,221,657**
Non-Certificated Support Salaries	2200	$	307,085
Non-Certificated Employee Benefits	3000-3999	$	135,861
Approved Textbooks and Core Curricula Materials	4100	$	2,675,828
Books and Other Reference Materials	4200	$	-
Materials and Supplies	4300	$	187,598
Non-Capitalized Equipment (Teacher Computers)	4400	$	11,946
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	155,198
Travel and Conferences	5200	$	55,935
Inst. Computers/Printers/Leasing	5600	$	672,587
Contract - Student Instructional Technology (7%)	5800	$	967,357
Other Instructional and Operating Expenditures	5800	$	8,544
ISP Services/Telephone	5900	$	176,507
Instruction & Instruction-Related Costs		**$**	**5,354,445**
Total Instructional Cost		**$**	**13,576,103**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 8,221,657	$ 15,531,037	52.94%
B. Total Instructional Costs	$ 13,576,103	$ 15,531,037	87.41%
C. PTR (Pupil-Teacher Ratio)	17.17 : 1		

Note:

In order to qualify for a 100% funding recommendation from ACCS, California Virtual Academy at Sonoma 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 2025-26 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,019,035	$ (380,696)	$ 1,638,338
Technology Fees (7%)	$ 967,357	$ -	$ 967,357
OLS - Curriculum & Development	$ 2,093,759	$ -	$ 2,093,759
Instruction Materials	$ 489,305	$ -	$ 489,305
Inst. Computers/Printers/Leasing	$ 648,494	$ -	$ 648,494
Total Net K12, Inc.-Related Expenditures	**$ 6,217,950**	**$ (380,696)**	**$ 5,837,254**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 SECOND INTERIM

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

To the entity that approved the charter school:

(___) 2025-26 CHARTER SCHOOL SECOND INTERIM 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: February 26, 2026
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

(___) 2025-26 CHARTER SCHOOL SECOND INTERIM 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 Second Interim Report, please contact:

For Approving Entity:	For Charter School:
Chris Rafanelli	Francis "Paco" Burke
Name	Name
Superintendent	Chief Business Official
Title	Title
707.795.4380	805.232.4142
Phone	Phone
crafanelli@libertysd.org	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
2025-26 SECOND INTERIM - SUMMARY

Charter School Name: California Virtual Academy @
(continued) Sonoma
COS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

Description	Object Code	2025-26 First Interim (X)	2025-26 Second Interim (Z)	First Interim vs. Second Interim Increase (Decrease) $ Difference (Z) vs. (X)	First Interim vs. Second Interim Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	13,408,046	12,890,848	-517,198	-3.86%
2. Federal Revenues	8100-8299	808,096	821,309	13,213	1.64%
3. Other State Revenues	8300-8599	1,868,606	1,818,880	-49,726	-2.66%
4. Other Local Revenues	8600-8799	43,238	41,928	-1,310	-3.03%
5. TOTAL REVENUES		16,127,986	15,572,965	-555,021	-3.44%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	4,871,564	5,080,721	209,157	4.29%
2. Non-certificated Salaries	2000-2999	335,243	307,085	-28,159	-8.40%
3. Employee Benefits	3000-3999	1,875,586	1,880,019	4,432	0.24%
4. Books and Supplies	4000-4999	2,807,830	2,875,372	67,543	2.41%
5. Services and Other Operating Expenditures	5000-5999	5,777,343	5,402,200	-375,143	-6.49%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	28,301	27,569	-733	-2.59%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		15,695,867	15,572,965	-122,902	-0.78%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		432,119	0	-432,119	(100%)
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)		432,119	0	-432,119	(100%)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance	9791	364,952	364,952	0	0.00%
a. As of July 1	9793, 9795	-28,716	-28,716	0	0.00%
b. Adjustments to Beginning Balance		336,236	336,236		
c. Adjusted Beginning Balance		768,355	336,236		
2. Ending Fund Balance, June 30 (E + F.1.c.)					
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	768,355	336,236	(432,119)	-56%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Second Interim Report - Detail

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

☒ 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	2025-26 First Interim Budget			2025-26 Actuals thru 11/31			2025-26 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	5,633,076	-	5,633,076	3,435,562	-	3,435,562	5,427,917	-	5,427,917
Education Protection Account State Aid - Current Year	8012	1,036,354	-	1,036,354	774,111	-	774,111	2,294,628	-	2,294,628
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	6,738,616	-	6,738,616	3,840,422	-	3,840,422	5,168,303	-	5,168,303
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		13,408,046	-	13,408,046	8,050,095	-	8,050,095	12,890,848	-	12,890,848
2. Federal Revenues										
No Child Left Behind	8290	-	289,680	289,680	-	152,626	152,626	-	301,364	301,364
Special Education - Federal	8181, 8182	-	142,363	142,363	-	-	-	-	145,046	145,046
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	376,052	376,052	-	157,680	157,680	-	374,898	374,898
Total, Federal Revenues		-	808,096	808,096	-	310,307	310,307	-	821,309	821,309
3. Other State Revenues										
Special Education - State	StateRevSE	-	1,046,512	1,046,512	-	1,167,509	1,167,509	-	1,004,511	1,004,511
All Other State Revenues	StateRevAO	232,045	590,050	822,095	188,577	118,928	307,505	231,015	583,355	814,369
Total, Other State Revenues		232,045	1,636,561	1,868,606	188,577	1,286,437	1,475,014	231,015	1,587,866	1,818,880
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	43,238	-	43,238	7,012	-	7,012	41,928	-	41,928
Total, Local Revenues		43,238	-	43,238	7,012	-	7,012	41,928	-	41,928
5. TOTAL REVENUES		13,683,329	2,444,657	16,127,986	8,245,684	1,596,744	9,842,428	13,163,791	2,409,175	15,572,965
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,540,466	1,104,433	4,644,899	2,132,705	619,638	2,752,343	3,675,418	1,174,601	4,850,019
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	105,516	121,148	226,665	64,885	69,691	134,576	111,231	119,471	230,702
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		3,645,983	1,225,581	4,871,564	2,197,590	689,329	2,886,919	3,786,649	1,294,072	5,080,721
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	110,114	225,129	335,243	43,486	96,620	140,106	95,312	211,772	307,085
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		110,114	225,129	335,243	43,486	96,620	140,106	95,312	211,772	307,085
3. Employee Benefits										
STRS	3101-3102	696,383	234,086	930,469	419,740	131,662	551,402	723,250	247,168	970,418
PERS	3201-3202	29,522	60,357	89,879	11,659	25,904	37,562	25,553	56,776	82,329
OASDI / Medicare / Alternative	3301-3302	69,883	21,445	91,329	47,149	16,535	63,684	82,412	28,902	111,314
Health and Welfare Benefits	3401-3402	607,941	155,969	763,910	300,918	99,311	400,229	539,847	136,428	676,275
Unemployment Insurance	3501-3502	-	-	-	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	-	-	-	17,227	5,476	22,703	30,111	9,572	39,682
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		1,403,729	471,857	1,875,586	796,692	278,888	1,075,580	1,401,173	478,845	1,880,019
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	2,643,614	24,755	2,668,369	1,259,689	9,458	1,269,147	2,655,887	19,941	2,675,828
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	129,223	-	129,223	1,399	-	1,399	187,598	-	187,598
Noncapitalized Equipment	4400	10,238	-	10,238	-	-	-	11,946	-	11,946
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		2,783,074	24,755	2,807,830	1,261,088	9,458	1,270,546	2,855,431	19,941	2,875,372

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Second Interim Report - Detail

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

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	2025-26 First Interim Budget			2025-26 Actuals thru 11/31			2025-26 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	638	1,383,155	1,383,793	227	647,485	647,712	543	1,551,433	1,551,976
Travel and Conferences	5200	10,632	103,818	114,450	1,748	14,509	16,257	6,015	49,920	55,935
Dues and Memberships	5300	19,071	6,135	25,206	10,514	2,238	12,752	18,052	3,842	21,894
Insurance	5400	28,499	-	28,499	11,453	-	11,453	28,733	-	28,733
Operations and Housekeeping Services	5500	4,616	-	4,616	2,241	-	2,241	4,865	-	4,865
Rentals, Leases, Repairs, and Noncap. Improvements	5600	656,098	-	656,098	489,086	-	489,086	672,587	-	672,587
Transfers of Direct Costs	5700	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	3,386,625	4,411	3,391,036	2,027,431	4,370	2,031,801	2,883,487	6,216	2,889,702
Communications	5900	172,232	1,413	173,645	92,802	1,447	94,250	173,796	2,711	176,507
Total, Services and Other Operating Expenditures		4,278,411	1,498,932	5,777,343	2,635,501	670,049	3,305,551	3,788,079	1,614,122	5,402,200
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	28,301	-	28,301	10,931	-	10,931	27,569	-	27,569
Total, Capital Outlay		28,301	-	28,301	10,931	-	10,931	27,569	-	27,569
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		12,249,612	3,446,255	15,695,867	6,945,288	1,744,345	8,689,633	11,954,213	3,618,752	15,572,965
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,433,717	(1,001,598)	432,119	1,300,396	(147,601)	1,152,795	1,209,578	(1,209,578)	0
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	(1,001,598)	1,001,598	-	(147,601)	147,601	-	(1,209,578)	1,209,578	-
4. TOTAL OTHER FINANCING SOURCES / USES		(1,001,598)	1,001,598	-	(147,601)	147,601	-	(1,209,578)	1,209,578	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		432,119	-	432,119	1,152,795	-	1,152,795	0	-	0
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	364,952	-	364,952	364,952	-	364,952	364,952	-	364,952
b. Adjustments to Beginning Balance	9793, 9795	(28,716)	-	(28,716)	(28,716)	-	(28,716)	(28,716)	-	(28,716)
c. Adjusted Beginning Balance		336,236	-	336,236	336,236	-	336,236	336,236	-	336,236
2. Ending Fund Balance, June 30 (E + F.1.c.)		768,355	-	768,355	1,489,031	-	1,489,031	336,236	-	336,236
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	768,355	-	768,355	1,489,031	-	1,489,031	336,236	-	336,236

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma

Fiscal Year 2025-26
Second Interim Budget

Multi-Year Projection Assumptions

Factor	FY 2025-26 (Y1)	FY 2026-27 (Y2)	FY 2027-28 (Y3)
Estimated Enrollment	1,006	1,016	1,026
Estimated # Unduplicated Pupils	676	684	687
Estimated P2 ADA	977	987	996
LCFF Entitlement per ADA	$ 13,197	$ 13,504	$ 13,923
Average Daily Attendance Growth Rate [1]	2.6%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	$ 945	$ 955	$ 964
State Mental Health Funding Rate per ADA	$ 83	$ 84	$ 85
Estimated Special Education Growth Rate	2.6%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.37%	3.08%	2.75%
Statutory Cost-of-Living Allowance (COLA)	2.30%	2.41%	3.06%
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]	2.75%	2.33%	3.10%
Estimated Certificated FTEs	59.0	59.6	60.2
% Increase (Decrease) Certificated FTEs	4.14%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	0.15%	2.99%	2.90%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	5.3	5.3	5.3
% Increase (Decrease) Classified FTEs	1.72%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	-10.01%	3.08%	2.75%
CalPERS Employer Rate (statutory)	26.81%	26.40%	26.90%
Other State Revenues: Lottery	$ 282,059	$ 290,747	$ 298,742
Other State Revenues: Mandated Block Grant	$ 34,327	$ 35,154	$ 36,230
Other State Revenues: A-G Completion	$ 27,797	$ -	$ -
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 165,620	$ -	$ -
Other State Revenues: Educator Effectiveness	$ 89,028	$ -	$ -
Other State Revenues: Learning Recovery Emergency Block Grant	$ 203,695	$ 208,604	$ 214,987
Other State Revenues: Student Support PD Block Grant	$ 10,832	$ 11,093	$ 11,433
Other State Revenues: Literacy Screening PD	$ 1,012	$ 1,036	$ 1,068
Other Federal Revenues: ESSA CSI	$ 374,898	$ 386,445	$ 397,073
Other Federal Revenues: Title III	$ -	$ -	$ -

[1] FY 2025-26 growth rate based on FY 2024-25 P2 ADA

[2] Based on FCMAT Local Control Funding Formula calculator (includes COLA & Grade Span Adjustments).

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2025-26 Second Interim

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

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 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	5,427,917	0	5,427,917	5,603,677	5,838,579
Education Protection Account State Aid - Current Year	8012	2,294,628	0	2,294,628	2,465,974	2,652,604
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	5,168,303	0	5,168,303	5,253,243	5,382,371
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		12,890,848	0	12,890,848	13,322,894	13,873,554
2. Federal Revenues						
No Child Left Behind	8290	0	301,364	301,364	310,646	319,189
Special Education - Federal	8181, 8182	0	145,046	145,046	146,496	147,961
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	374,898	374,898	0	0
Total, Federal Revenues		0	821,309	821,309	457,143	467,150
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,004,511	1,004,511	1,014,556	1,024,702
All Other State Revenues	StateRevAO	231,015	583,355	814,369	546,634	562,460
Total, Other State Revenues		231,015	1,587,866	1,818,880	1,561,191	1,587,162
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	41,928	0	41,928	0	0
Total, Local Revenues		41,928	0	41,928	0	0
5. TOTAL REVENUES		13,163,791	2,409,175	15,572,965	15,341,227	15,927,866
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,675,418	1,174,601	4,850,019	5,045,541	5,245,173
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	111,231	119,471	230,702	237,808	244,348
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		3,786,649	1,294,072	5,080,721	5,283,348	5,489,521
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	95,312	211,772	307,085	316,533	325,236
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		95,312	211,772	307,085	316,533	325,236
3. Employee Benefits						
STRS	3101-3102	723,250	247,168	970,418	1,009,120	1,048,498
PERS	3201-3202	25,553	56,776	82,329	83,565	87,488
OASDI / Medicare / Alternative	3301-3302	82,412	28,902	111,314	117,993	124,295
Health and Welfare Benefits	3401-3402	539,847	136,428	676,275	740,075	794,668
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	30,111	9,572	39,682	42,063	44,310
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		1,401,173	478,845	1,880,019	1,992,815	2,099,260

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 Second Interim

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

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 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,655,887	19,941	2,675,828	2,741,241	2,824,681
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	187,598	0	187,598	193,376	198,694
Noncapitalized Equipment	4400	11,946	0	11,946	12,314	12,653
Food	4700	0	0	0	0	0
Total, Books and Supplies		2,855,431	19,941	2,875,372	2,946,931	3,036,028
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	543	1,551,433	1,551,976	1,599,777	1,643,771
Travel and Conferences	5200	6,015	49,920	55,935	57,658	59,244
Dues and Memberships	5300	18,052	3,842	21,894	7,831	8,047
Insurance	5400	28,733	0	28,733	29,618	30,433
Operations and Housekeeping Services	5500	4,865	0	4,865	5,015	5,153
Rentals, Leases, Repairs, and Noncap. Improvements	5600	672,587	0	672,587	688,958	709,963
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	2,883,487	6,216	2,889,702	2,202,381	2,305,066
Communications	5900	173,796	2,711	176,507	181,943	186,946
Total, Services and Other Operating Expenditures		3,788,079	1,614,122	5,402,200	4,773,181.84	4,948,622.21
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*	27,569	0	27,569	28,418	29,199
Total, Capital Outlay		27,569	0	27,569	28,418	29,199
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		11,954,213	3,618,752	15,572,965	15,341,227	15,927,866
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,209,578	(1,209,578)	0	(0)	0
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	(1,209,578)	1,209,578	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,209,578)	1,209,578	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	(0)	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 Second Interim

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2025-26

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 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance	9791	364,952	0	364,952	336,236	336,236
a. As of July 1	9793, 9795	(28,716)	0	(28,716)		
b. Adjustments to Beginning Balance		336,236	0	336,236	336,236	336,236
c. Adjusted Beginning Balance		336,236	0	336,236	336,236	336,236
2. Ending Fund Balance, June 30 (E + F.1.c.)						
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	336,236	0	336,236	336,236	336,236

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma
Fiscal Year 2025-26
Second Interim Budget
FY 2025-26 (Y1) Cash Flow Worksheet

		Actual Cash Flow							Forecast Cash Flow						
	Object	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accruals	Total
A. BEGINNING CASH	9110	2,016,287	2,586,907	4,007,912	4,062,795	3,263,201	3,238,955	3,136,717	4,620,368	3,777,431	3,139,821	3,653,863	2,810,926		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	0	0	0	0	0	0	0	0	0	0	0		0
Net State Aid	8011	0	0	0	0	0	0	0	0	0	0	0	0		0
EPA	8012	0	0	0	0	0	0	0	0	0	0	0	0		0
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	0	0	0	0	0	0	0	0	0	0	0		0
Other State Revenues	8300-8599	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Local Revenues	8600-8799	1,479	1,595	3,939	0	0	0	0	0	0	0	0	0		0
Interfund Transfers In	8910-8929	799,503	2,872,480	641,122	2,152,002	664,201	536,451	2,324,301	857,745	1,063,072	2,214,724	857,745	1,063,072	(480,465)	15,565,953
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		800,982	2,874,074	645,061	2,152,002	664,201	536,451	2,324,301	857,745	1,063,072	2,214,724	857,745	1,063,072	(480,465)	15,572,965
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	87,853	302,495	423,531	532,531	350,949	385,370	394,155	646,872	646,872	646,872	646,872	323,436	0	5,387,806
Classified Salaries	2000-2999	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employee Benefits	3000-3999	61,671	159,035	107,831	119,674	(609)	124,590	247,589	212,048	212,048	212,048	212,048	212,048	0	1,880,019
Supplies and Services	4000-5999	80,838	991,540	58,815	2,299,393	338,106	128,730	198,907	836,249	836,249	836,249	836,249	836,249	0	8,277,572
Capital Outlays	6000-6599	0	0	0	0	0	0	0	5,514	5,514	5,514	5,514	5,514	0	27,569
Other Outgo	7000-7499	0	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		230,362	1,453,070	590,177	2,951,597	688,447	638,689	840,651	1,700,682	1,700,682	1,700,682	1,700,682	1,377,246	0	15,572,965
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
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)		570,620	1,421,004	54,884	(799,595)	(24,245)	(102,238)	1,483,651	(842,937)	(637,610)	514,042	(842,937)	(314,174)	(480,465)	0
F. ENDING CASH (A + E)		2,586,907	4,007,912	4,062,795	3,263,201	3,238,955	3,136,717	4,620,368	3,777,431	3,139,821	3,653,863	2,810,926	2,496,752		
G. ENDING CASH, PLUS ACCRUALS															2,016,287

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Sonoma

Fiscal Year 2025-26

Second Interim Budget

FY 2026-27 (Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accruals	Total
A. BEGINNING CASH	9110	2,016,287	1,872,683	1,700,819	1,570,787	1,901,131	1,729,266	1,599,235	1,929,578	1,757,713	1,627,682	1,958,025	1,786,161		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	472,792	472,792	472,792	472,792	472,792	472,792	472,792	472,792	472,792	472,792	525,324	0	5,253,243
Net State Aid	8011	0	504,331	504,331	504,331	504,331	504,331	504,331	504,331	504,331	504,331	504,331	560,368	0	5,603,677
EPA	8012	616,494	0	0	616,494	0	0	616,494	0	0	616,494	0	0	0	2,465,974
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	114,286	0	0	114,286	0	0	114,286	0	0	114,286	0	0	457,143
Other State Revenues	8300-8599	78,060	78,060	234,179	78,060	78,060	234,179	78,060	78,060	234,179	78,060	78,060	234,179	0	1,561,191
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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		694,553	1,169,468	1,211,301	1,671,676	1,169,468	1,211,301	1,671,676	1,169,468	1,211,301	1,671,676	1,169,468	1,319,871	0	15,341,227
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	503,176	503,176	503,176	503,176	503,176	503,176	503,176	503,176	503,176	503,176	251,588	0	5,283,348
Classified Salaries	2000-2999	26,378	26,378	26,378	26,378	26,378	26,378	26,378	26,378	26,378	26,378	26,378	26,378	0	316,533
Employee Benefits	3000-3999	166,068	166,068	166,068	166,068	166,068	166,068	166,068	166,068	166,068	166,068	166,068	166,068	0	1,992,815
Supplies and Services	4000-5999	643,343	643,343	643,343	643,343	643,343	643,343	643,343	643,343	643,343	643,343	643,343	643,343	0	7,720,113
Capital Outlays	6000-6599	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	0	28,418
Other Outgo	7000-7499	0	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		838,157	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,341,333	1,089,745	0	15,341,227
D. PRIOR YEAR TRANSACTIONS															0
Accounts Receivable															0
Accounts Payable															0
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)		(143,604)	(171,865)	(130,031)	330,343	(171,865)	(130,031)	330,343	(171,865)	(130,031)	330,343	(171,865)	230,126	0	
F. ENDING CASH (A + E)		1,872,683	1,700,819	1,570,787	1,901,131	1,729,266	1,599,235	1,929,578	1,757,713	1,627,682	1,958,025	1,786,161	2,016,287		
G. ENDING CASH, PLUS ACCRUALS															2,016,287

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ Sonoma (107284) - FY26 2nd Interim

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.06%
Base Grant Proration Factor	0.00%	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%	0.00%
Student Assumptions:						
Enrollment Count	814	873	966	1,006	1,016	1,026
Unduplicated Pupil Count (UPC)	511	601	639	676	684	687
Unduplicated Pupil Percentage (UPP)	61.23%	64.09%	66.00%	67.35%	66.91%	67.15%
Current Year LCFF Average Daily Attendance (ADA)	799.27	844.65	952.11	976.80	986.57	996.43
Funded LCFF ADA	799.27	844.65	952.11	976.80	986.57	996.43
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	$8,004,062	$9,144,594	$10,424,826	$10,951,059	$11,326,901	$11,790,003
Grade Span Adjustment	276,379	315,249	334,647	360,062	372,349	387,663
Adjusted Base Grant	$8,280,441	$9,459,843	$10,759,473	$11,311,121	$11,699,250	$12,177,666
Supplemental Grant	1,014,023	1,212,562	1,420,251	1,523,608	1,565,594	1,635,461
Concentration Grant	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$9,294,464	$10,672,405	$12,179,724	$12,834,729	$13,264,844	$13,813,127
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	36,850	36,224	48,709	56,119	58,050	60,427
Total Allowance and Add-On Amounts	$36,850	$36,224	$48,709	$56,119	$58,050	$60,427
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	$9,331,314	$10,708,629	$12,228,433	$12,890,848	$13,322,894	$13,873,554
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	$ 9,331,314	$ 10,708,629	$ 12,228,433	$ 12,890,848	$ 13,322,894	$ 13,873,554
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,675	$ 12,678	$ 12,844	$ 13,197	$ 13,504	$ 13,923
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	9,331,314	10,708,629	12,228,433	12,890,848	13,322,894	13,873,554
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *4,196,431*	$ *4,800,416*	$ *6,738,616*	$ *5,168,303*	$ *5,253,243*	$ *5,382,371*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 701,185	$ 1,375,505	$ 1,436,998	$ 2,294,628	$ 2,465,974	$ 2,652,604
Net State Aid *(excludes Additional State Aid)*	$ 4,433,698	$ 4,532,708	$ 4,052,819	$ 5,427,917	$ 5,603,677	$ 5,838,579
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 9,331,314	$ 10,708,629	$ 12,228,433	$ 12,890,848	$ 13,322,894	$ 13,873,554
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 4,433,698	$ 4,532,708	$ 4,052,819	$ 5,427,917	$ 5,603,677	$ 5,838,579
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 701,185	$ 1,375,505	$ 1,436,998	$ 2,294,628	$ 2,465,974	$ 2,652,604
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 24,614	$ 6,129	$ 4,587	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	4,196,431	4,800,416	6,738,616	5,168,303	5,253,243	5,382,371
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 9,331,314	$ 10,708,629	$ 12,228,433	$ 12,890,848	$ 13,322,894	$ 13,873,554
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 9,331,314	$ 10,708,629	$ 12,228,433	$ 12,890,848	$ 13,322,894	$ 13,873,554
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant *(Excludes add-ons for TIIG & Transportation)*			$ 10,808,182	$ 11,367,240	$ 11,757,300	$ 12,238,093
Supplemental and Concentration Grant funding in the LCAP year			$ 1,420,251	$ 1,523,608	$ 1,565,594	$ 1,635,461
Projected Additional 15% Concentration Grant funding in the LCAP year			$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services			13.14%	13.40%	13.32%	13.36%

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: The ratification of disbursements made by California Virtual Academy at Sonoma from November 2025 through December 2025.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Sonoma ratify the disbursements made by the school from November 2025 through December 2025.

BACKGROUND:
On a monthly basis, California Virtual Academy at Sonoma 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 November 2025 through December 2025.

BUDGET IMPLICATIONS:
The total disbursements for the months of November 2025 and December 2025 were $750,719, and $620,959, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Sonoma from November 2025 through December 2025.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

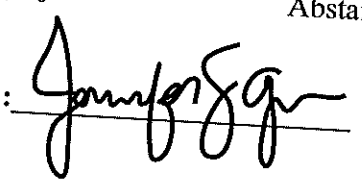
Dustin Kepler
Accounts Payable Specialist

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X					
Joyce Campbell	X				X	
Janell Smiley	X					
Tenisha Farr	X					X

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
November 01, 2025 - November 30, 2025

Vendor	Description	Total
ADP, Inc.	Payroll Services	418,452.77
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	190,763.53
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	16,377.00
Rids Brother Company Inc	Transportation Services	15,822.50
Specialized Education of California, Inc.	Special Education Contracted Services	14,437.54
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	7,253.81
Braille Abilities, LLC	Special Education Orientation and Mobility Services	7,151.66
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	6,718.12
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	6,639.58
E-Therapy Intermediate, INC	Special Education Contracted Services	6,602.57
Anchor Counseling & Education Solutions	Special Education Contracted Services	6,330.09
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	5,953.83
Effectual Educational Consulting Service	Special Education Services	5,441.55
California Teachers Association	Union Dues	4,160.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,603.46
Grace Speech Therapy Corp.	SLP IEP Attendance	3,533.80
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	3,470.63
Foundations Therapy Service	Special Education Contracted Services	2,508.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	2,307.07
Behavior Education Consulting Center	Psychological Services for SPED Students	2,238.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,235.75
Chase Boyle dba Snow Counseling	Special Education Contracted Services	2,171.88
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,833.26
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	1,606.84
Oxford Consulting Services	Special Education Contracted Services	1,375.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,363.00
Backstage Health	Mileage Reimbursement	1,218.60
Specialized Therapy Services Inc	Special Education Contracted Services	1,201.25
Jabbergym, LLC	Language and Speech Therapy	1,174.25
Speech Guy, LLC	Special Education Contracted Services	1,046.00
Virtual Technologies Group	Computer equip. & installation	828.60
SPEAK! Speech and Language	Language and Speech Therapy	810.00
SpeechRighter, Inc.	Special Education Contracted Services	810.00
Augmentative Communications Solutions	Special Education Contracted Services	760.00
Kadiant, LLC	Special Education Contracted Services	476.25
eLuma llc	Special Individual Counseling Services	406.66
Speech Therapy Link Inc.	Occupational Therapy	390.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	379.50
The Stepping Stones Group LLC	Language and Speech Therapy	367.50
iTherapy	Special Education Contracted Services	312.50
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	186.39
Grand Total		**750,718.74**

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116016 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					
	Bill	11/19/2025	INV-08094		(781.29)
	Bill	11/19/2025	INV-08128		(536.69)
	Bill Payment	11/20/2025	116016		1,317.98
Bill Payment #115992 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(5,012.11)
	Bill	11/06/2025	INV-08068		
	Bill Payment	11/06/2025	115992		5,012.11
					0.00
Bill Payment #116023 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(1,112.10)
	Bill	11/19/2025	INV-01114		
	Bill Payment	11/20/2025	116023		1,112.10
Bill Payment #115997 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(1,194.97)
	Bill	11/06/2025	INV-01103		
	Bill Payment	11/06/2025	115997		1,194.97
					0.00
Bill Payment #116005 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(1,606.84)
	Bill	11/06/2025	INV-00960		
	Bill Payment	11/06/2025	116005		1,606.84
					0.00
Bill Payment #116025 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(1,530.14)
	Bill	11/19/2025	INV-01241		
	Bill Payment	11/20/2025	116025		1,530.14
Bill Payment #115998 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(1,728.81)
	Bill	11/06/2025	INV-01199		
	Bill	11/06/2025	INV-01225		(2,694.88)
	Bill Payment	11/06/2025	115998		4,423.69
					0.00
Bill Payment #116026 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(1,625.47)
	Bill	11/19/2025	INV-09847		
	Bill	11/19/2025	INV-09889		(401.75)
	Bill	11/19/2025	INV-09858		(156.25)
	Bill	11/19/2025	INV-09809		(1,288.24)
	Bill Payment	11/20/2025	116026		3,471.71
Bill Payment #115999 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(125.00)
	Bill	11/06/2025	INV-09833		
	Bill	11/06/2025	INV-09745		(1,127.12)
	Bill	11/06/2025	INV-09771		(1,878.74)
	Bill Payment	11/06/2025	115999		3,130.86
Amount Unapplied - Bill Payment #115999 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116008 - PrentGraf Ltd dba TalkPath Live(CAVA @ Sonoma)					(3,603.46)
	Bill	11/06/2025	INV-01108		
	Bill Payment	11/06/2025	116008		3,603.46
					0.00
Bill Payment #ACH 11/19/25 - K12 MANAGEMENT INC	Bill	06/25/2025	INV-003-20494 _ SO-FY24-SS&T True Up	INV-003-20494 _ SO-FY24-SS&T True Up	(2,601.18)
	Bill	07/24/2025	INV-003-20687 _ SO-Jun.25-StaffOLS	INV-003-20687 _ SO-Jun.25-StaffOLS	(440.00)
	Bill	07/24/2025	INV-003-20718 _ SO-Jun.25-COM	INV-003-20718 _ SO-Jun.25-COM	(9,675.35)
	Bill	07/14/2025	INV-003-20567 _ SO-Jun.25-SS&T	INV-003-20567 _ SO-Jun.25-SS&T	(178,047.00)
	Bill Payment	11/19/2025	ACH 11/19/25		190,763.53
					0.00
Bill Payment #ACH 11/24/25 - ADP, Inc.(CAVA @ Sonoma)	Bill	11/15/2025	ADP Payroll (2) - Nov 2025 (11/1/25-11/15/25)	04aDPnov25SO - ADP Payroll (2) - Nov 2025 (11/1/25-11/15/25)	(171,552.78)
	Bill Payment	11/24/2025	ACH 11/24/25		171,552.78
Bill Payment #ACH 11/14/25 - ADP, Inc.(CAVA @ Sonoma)	Bill	11/01/2025	ADP Payroll(1) (10/16/25-10/31/25) - Nov 2025	04DPnov25SO - ADP Payroll(1) (10/16/25-10/31/25) - Nov 2025	(199,872.41)
	Bill Payment	11/20/2025	ACH 11/14/25		199,872.41
Bill Payment #ACH 11/10/25 - ADP, Inc.(CAVA @ Sonoma)	Bill	11/01/2025	ADP Benefits - Nov 2025	05DPnov25SO - ADP Benefits - Nov 2025	(47,027.58)
	Bill Payment	11/10/2025	ACH 11/10/25		47,027.58
					0.00
Bill Payment #116032 - Green Hasson & Janks LLP(CAVA@SONOMA)					(16,377.00)
	Bill	11/19/2025	33729		
	Bill Payment	11/20/2025	116032		16,377.00
					0.00
Bill Payment #115994 - Backstage Health(CAVA @ Sonoma)					(643.60)
	Bill	11/06/2025	INV-00062		
	Bill	11/06/2025	INV-00077		(575.00)
	Bill Payment	11/06/2025	115994		1,218.60
					0.00
Bill Payment #116031 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(310.00)
	Bill	11/19/2025	INV-02483		
	Bill	11/19/2025	INV-02502		(589.00)
	Bill	11/19/2025	INV-02531		(155.00)
	Bill Payment	11/20/2025	116031		1,054.00

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116003 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(1,587.00)
	Bill	11/06/2025	INV-02424		(124.00)
	Bill	11/06/2025	INV-02435		(186.00)
	Bill	11/06/2025	INV-02449		(403.00)
	Bill	11/06/2025	INV-02461		(179.80)
	Bill	11/06/2025	INV-02469		2,479.80
	Bill Payment	11/06/2025	116003		0.00
Bill Payment #116044 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(220.50)
	Bill	11/19/2025	INV-01213		(73.50)
	Bill	11/19/2025	INV-01228		294.00
	Bill Payment	11/20/2025	116044		(73.50)
Bill Payment #116015 - The Stepping Stones Group LLC (CAVA @ Sonoma)					73.50
	Bill	11/06/2025	INV-01188		0.00
	Bill Payment	11/06/2025	116015		(80.00)
Bill Payment #116017 - Augmentative Communications Solutions(CAVA @ Sonoma)					(320.00)
	Bill	11/19/2025	INV-00766		400.00
	Bill	11/19/2025	INV-00757		(160.00)
	Bill Payment	11/20/2025	116017		
Bill Payment #115993 - Augmentative Communications Solutions(CAVA @ Sonoma)					(200.00)
	Bill	11/06/2025	INV-00750		360.00
	Bill	11/06/2025	INV-00747		0.00
	Bill Payment	11/06/2025	115993		(6,718.12)
Bill Payment #116024 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Sonoma)					6,718.12
	Bill	11/19/2025	INV-00644		0.00
	Bill Payment	11/20/2025	116024		(1,054.50)
Bill Payment #116030 - Foundations Therapy Service(CAVA@SONOMA)					1,054.50
	Bill	11/19/2025	INV-01079		(541.50)
	Bill Payment	11/20/2025	116030		
Bill Payment #116002 - Foundations Therapy Service(CAVA@SONOMA)					(456.00)
	Bill	11/06/2025	INV-01051		(456.00)
	Bill	11/06/2025	INV-01050		1,453.50
	Bill	11/06/2025	INV-01066		0.00
	Bill Payment	11/06/2025	116002		(510.00)
Bill Payment #116040 - SPEAKI Speech and Language(CAVA @ Sonoma)					(60.00)
	Bill	11/19/2025	INV-00044		570.00
	Bill	11/19/2025	INV-00050		(60.00)
	Bill Payment	11/20/2025	116040		
Bill Payment #116009 - SPEAKI Speech and Language(CAVA @ Sonoma)					(180.00)
	Bill	11/06/2025	INV-00034		240.00
	Bill	11/06/2025	INV-00041		0.00
	Bill Payment	11/06/2025	116009		(324.50)
Bill Payment #116042 - Speech Guy, LLC(CAVA @ Sonoma)					324.50
	Bill	11/19/2025	INV-01592		(228.75)
	Bill Payment	11/20/2025	116042		
Bill Payment #116012 - Speech Guy, LLC(CAVA @ Sonoma)					(492.75)
	Bill	11/06/2025	INV-01569		721.50
	Bill	11/06/2025	INV-01580		0.00
	Bill Payment	11/06/2025	116012		(1,363.00)
Bill Payment #115996 - Bridge The Gap Sped, LLC(CAVA @ Sonoma)					1,363.00
	Bill	11/06/2025	INV-00323		0.00
	Bill Payment	11/06/2025	115996		(4,160.00)
Bill Payment #116021 - California Teachers Association(CAVA@SONOMA)					4,160.00
	Bill	11/19/2025	Union Dues - 102025		0.00
	Bill Payment	11/20/2025	116021		(2,235.75)
Bill Payment #116035 - MK Innovations Inc dba The Silly Room(CAVA @ Sonoma)					2,235.75
	Bill	11/19/2025	INV-00834		0.00
	Bill Payment	11/20/2025	116035		(97.25)
Bill Payment #116036 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)					(1,770.03)
	Bill	11/19/2025	INV-10278		(918.17)
	Bill	11/19/2025	INV-10279		(66.50)
	Bill	11/19/2025	INV-10282		2,851.95
	Bill	11/19/2025	INV-10320		(66.50)
	Bill Payment	11/20/2025	116036		
Bill Payment #116006 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)					(665.00)
	Bill	11/06/2025	INV-10121		(987.12)
	Bill	11/06/2025	INV-10147		(1,026.88)
	Bill	11/06/2025	INV-10148		(1,042.13)
	Bill	11/06/2025	INV-10149		3,787.63
	Bill	11/06/2025	INV-10210		
	Bill Payment	11/06/2025	116006		

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Amount Unapplied - Bill Payment #116036 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)					(0.00)
Bill Payment #116013 - Speech Therapy Link Inc.(CAVA @ Sonoma)	Bill	11/06/2025	INV-00028		(0.00)
	Bill Payment	11/06/2025	116013		(390.00)
Bill Payment #116018 - Axis Teletherapy(CAVA @ Sonoma)	Bill	11/19/2025	INV-02055		390.00
	Bill	11/19/2025	INV-02070		0.00
	Bill	11/19/2025	INV-02129		(45.50)
	Bill	11/19/2025	INV-02130		(45.50)
	Bill	11/19/2025	INV-02131		(846.00)
	Bill	11/19/2025	INV-02187		(194.70)
	Bill	11/19/2025	INV-02188		(228.75)
	Bill	11/19/2025	INV-02189		(871.36)
	Bill	11/19/2025	INV-02190		(1,032.75)
	Bill	11/19/2025	INV-02191		(390.00)
	Bill	11/19/2025	INV-02192		(859.25)
	Bill Payment	11/20/2025	116018		(810.00)
Bill Payment #116022 - Chase Boyle dba Snow Counseling(CAVA @ Sonoma)	Bill	11/19/2025	INV-00861		(1,930.00)
	Bill Payment	11/20/2025	116022		7,253.81
Bill Payment #116027 - Effectual Educational Consulting Service(CAVA@SONOMA)	Bill	11/19/2025	INV-11503		0.00
	Bill	11/19/2025	INV-11515		(2,171.88)
	Bill	11/19/2025	INV-11532		2,171.88
	Bill	11/19/2025	INV-11540		0.00
	Bill	11/19/2025	INV-11545		(123.00)
	Bill	11/19/2025	INV-11562		(799.50)
	Bill	11/19/2025	INV-11580		(246.00)
	Bill	11/19/2025	INV-11612		(246.00)
	Bill	11/19/2025	INV-11613		(246.00)
	Bill	11/19/2025	INV-11641		(1,209.00)
	Bill	11/19/2025	INV-11665		(859.38)
	Bill	11/19/2025	INV-11675		(72.50)
	Bill Payment	11/20/2025	116027		(103.00)
Bill Payment #116000 - Effectual Educational Consulting Service(CAVA@SONOMA)	Bill	11/06/2025	INV-11488		(350.00)
	Bill Payment	11/06/2025	116000		(390.00)
Bill Payment #116033 - Jabbergym, LLC(CAVA @ Sonoma)	Bill	11/19/2025	INV-00212		(780.00)
	Bill Payment	11/20/2025	116033		5,424.38
Bill Payment #116034 - Kadiant, LLC(CAVA @ Sonoma)	Bill	11/19/2025	INV-00329		(17.17)
	Bill Payment	11/20/2025	116034		17.17
Bill Payment #116007 - Point Quest Pediatric Therapies, LLC(CAVA @ Sonoma)	Bill	11/06/2025	INV-00293		0.00
	Bill Payment	11/06/2025	116007		(3,174.25)
Bill Payment #116038 - PresenceLearning, Inc.(CAVA @ Sonoma)	Bill	11/19/2025	INV-09595		1,174.25
	Bill	11/19/2025	INV-09575		0.00
	Bill	11/19/2025	INV-09567		(476.25)
	Bill	11/19/2025	INV-09566		476.25
Amount Unapplied - Bill Payment #116038 - PresenceLearning, Inc.(CAVA @ Sonoma)	Bill Payment	11/20/2025	116038		0.00
Bill Payment #116039 - Rids Brother Company Inc(CAVA @ Sonoma)	Bill	11/19/2025	1487		(379.50)
	Bill Payment	11/20/2025	116039		379.50
Bill Payment #116014 - The Miri Center. A Professional Psychological Corporation(CAVA @ Sonoma)	Bill	11/06/2025	INV-00607		0.00
	Bill	11/06/2025	INV-00604		(37.50)
	Bill Payment	11/06/2025	116014		(364.38)
Bill Payment #116020 - Braille Abilities, LLC(CAVA @ Sonoma)	Bill	11/19/2025	INV-00376		(775.00)
	Bill Payment	11/20/2025	116020		(2,293.75)
Bill Payment #115995 - Braille Abilities, LLC(CAVA @ Sonoma)	Bill	11/06/2025	INV-00363		3,470.63
	Bill	11/06/2025	INV-00367		0.00
	Bill Payment	11/06/2025	115995		0.00
					(15,822.50)
					15,822.50
					0.00
					(85.89)
					(100.50)
					186.39
					0.00
					(1,195.83)
					1,195.83
					(4,643.33)
					(1,312.50)
					5,955.83

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #116028 - El Paseo Children's Center, Inc.(CAVA @ Sonoma)					(912.50)
	Bill	11/19/2025	INV-01427		
	Bill Payment	11/20/2025	116028		912.50
					(920.76)
Bill Payment #116001 - El Paseo Children's Center, Inc.(CAVA @ Sonoma)					
	Bill	11/06/2025	INV-01414		920.76
	Bill Payment	11/06/2025	116001		0.00
Bill Payment #116029 - eLuma LLC (CAVA@SONOMA)	Bill	11/19/2025	VST-01287		(406.66)
	Bill Payment	11/20/2025	116029		406.66
					0.00
Bill Payment #116011 - Specialized Therapy Services Inc(CAVA@SONOMA)					(1,201.25)
	Bill	11/06/2025	INV-01424		
	Bill Payment	11/06/2025	116011		1,201.25
					0.00
Bill Payment #116043 - SpeechRighter, Inc.(CAVA @ Sonoma)					(506.25)
	Bill	11/19/2025	INV-00426		
	Bill	11/19/2025	INV-00427		(303.75)
	Bill Payment	11/20/2025	116043		810.00
					0.00
Bill Payment #116037 - Oxford Consulting Services(CAVA@SONOMA)					(650.00)
	Bill	11/19/2025	INV-02113		
	Bill	11/19/2025	INV-02114		(302.50)
	Bill	11/19/2025	INV-02115		(422.50)
	Bill Payment	11/20/2025	116037		1,375.00
					0.00
Bill Payment #116019 - Behavior Education Consulting Center(CAVA @ Sonoma)					(2,238.00)
	Bill	11/19/2025	INV-00189		
	Bill Payment	11/20/2025	116019		2,238.00
					0.00
Bill Payment #116004 - iTherapy(CAVA @ Sonoma)	Bill	11/06/2025	INV-00028		(312.50)
	Bill Payment	11/06/2025	116004		312.50
					0.00
Bill Payment #116041 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(9,600.00)
	Bill	11/19/2025	INV230431		
	Bill	11/19/2025	INV230441		(1,640.00)
	Bill Payment	11/20/2025	116041		11,240.00
					(3,197.54)
Bill Payment #116010 - Specialized Education of California, Inc.(CAVA @ Sonoma)					
	Bill	11/06/2025	INV231143		
	Bill Payment	11/06/2025	116010		3,197.54
					0.00
Bill Payment #116045 - Virtual Technologies Group(CAVA@SONOMA)					(828.60)
	Bill	11/19/2025	INV123917		
	Bill Payment	11/20/2025	116045		828.60
					0.00
					0.00
				Total	750,718.74

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
The Stepping Stones Group LLC	3,776.68
ParentSquare Inc.	3,027.39
Smile From The Inside, Inc.	865.29
Barrington Staffing Services	817.84
AppleOne Employment Services	646.94
Everway LLC	410.28
Document Tracking Services	400.00
Tech to School	334.95
FusionPlus Inc	316.57
DataBasics, Inc.	273.90
Solution Tree	251.89
Select Staffing	221.45
Los Angeles Marriott Burbank Airport Hotel	199.98
Express Employment Professionals	169.24
The Back Room Inc	155.33
Amazon	147.89
Supreme Facility Services, Inc.	146.68
Quill Corporation	134.30
UPS	126.77
De Lage Landen Financial Services Inc.	117.69
Bill.com	105.84
Southern California Edison	90.58
Comm-Core	82.15
Cornerstone Educational Solutions	71.00
City of Simi Valley	65.51
AT&T Mobility	56.03
Certified Languages International	43.50
Verizon Wireless	33.92
Integration Inc.	16.29
Waste Management	15.55
Wayfair	13.40
Doctors Wellness Company LLC dba WellnessMart MD	13.08
Domino's	9.85
Paper Recycling & Shredding	9.54
LACOE	8.44
Nothing Bundt Cakes	7.42
Smart & Final	4.04
SkillsUSA California	3.10
Target	0.50
Grand Total	**13,190.80**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 614203	October (10-23)	113.00	4.77
	Office Expense			LLC 615262	November (11-6)	113.00	4.77
						226.00	9.54
	Office Expense Total					226.00	9.54
Paper Recycling & Shredding Total						634.37	26.78
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E435	October (10-25)	379.90	16.04
				LLC 000073Y68E445	November (11-1)	1,145.90	48.37
				LLC 000073Y68E455	November (11-8)	151.12	6.64
			280 SPED	LLC 0000V9159W445	November (11-1)	278.73	12.24
				LLC 0000V915W43S	October (10-25)	380.73	16.72
				LLC 0000V9159W455	November (11-8)	2,970.75	126.77
	Shipping Total					2,970.75	126.77
UPS Total						171.31	7.23
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7250016-0283-0	November	197.01	8.32
				LLC 7250031-0283-9	November	368.32	15.55
	Operations and Housekeeping Services Total					368.32	15.55
Waste Management Total						2,782.18	117.43
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 45091	October (10-26)	2,777.11	117.22
				LLC 45105	November (11-2)	2,777.44	117.23
				LLC 45124	November (11-9)	4,110.85	180.50
			280 SPED	LLC 45091	October (10-26)	4,029.17	176.91
				LLC 45105	November (11-2)	2,472.07	108.54
				LLC 45124	November (11-9)	18,948.82	817.84
	Outside Service Total					18,948.82	817.84
Barrington Staffing Services Total						7,500.00	316.57
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1028	November (11-1)	7,500.00	316.57
	Outside Service-General Total					7,500.00	316.57
FusionPlus Inc Total						3,290.00	138.87
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4628	November	185.00	7.81
				LLC 4649	November (11-3)	3,475.00	146.68
	Operations and Housekeeping Services Total					3,475.00	146.68
Supreme Facility Services, Inc. Total						237.00	10.00
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-5329082-0634659	October	187.52	7.92
				112-5976656-6722664	October	133.25	5.62
				112-5129901-9789037	October	406.04	17.14
				112-1960626-1107450	October	244.44	10.32
				112-5052453-2717824	October	6.10	0.26
				112-5198035-9681014	October	25.42	1.07
				112-5154155-7746658	October	253.08	10.68
				112-2896987-8657035	October	8.57	0.36
				112-5439348-5985066	October	168.24	7.10
				112-4442998-1601064	October	39.30	1.66
				111-0040665-6134614	October	39.30	1.66
				111-7074639-7456267	October	66.44	2.80
				112-2111347-3997855	October	673.35	28.42
				111-4932720-9578622	October	(203.02)	(8.57)
				10302025	October	42.86	1.81
				112-5256154-2117854	October	(203.02)	(8.57)
				10312025	October	40.74	1.72
				112-0394898-6477865	October	8.14	0.34
				111-1047180-1489818	November	107.20	4.52
				111-2965937-6753041	November	58.54	2.47
				111-6146148-6416209	November	103.40	4.36
				111-8598160-2314620	November	369.49	15.60
				111-5858185-7284239	November	664.55	28.05
				111-2837144-0600268	November	26.82	1.13
				111-3468894-7901845	November	3,503.75	147.89
	Office Expense Total					3,503.75	147.89
Amazon Total						366.71	15.48
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 46270328	October (10-21)	1,740.67	73.47
				LLC 46312743	October (10-24)	141.25	5.96
				LLC 46367231	October (10-28)	755.36	31.88
				LLC 46421403	October (10-31)	177.71	7.50
				LLC 46442561	November (11-4)	3,181.70	134.30
	Office Expense Total					3,181.70	134.30
Quill Corporation Total						1,327.44	56.03
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 102825	November	1,327.44	56.03
	Communications Total					1,327.44	56.03
AT&T Mobility Total						3,680.00	155.33
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4035	October	3,680.00	155.33
	Outside Service-General Total					3,680.00	155.33
The Back Room Inc Total						2,044.62	86.30
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7184434	October (10-18)	3,817.83	161.15
				LLC 01-7188150	October (10-25)	4,430.89	187.02
				LLC 01-7191690	November (11-1)	5,033.54	212.46
				LLC 01-7196483	November (11-8)		

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
AppleOne Employment Services	Outside Service Total						
AppleOne Employment Services Total						15,326.88	646.94
						15,326.88	646.94
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25113536986	November	1,439.00	105.84
	Dues and Memberships Total					1,439.00	105.84
Bill.com Total						1,439.00	105.84
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 111025	October	2,145.90	90.58
	Utilities Total					2,145.90	90.58
Southern California Edison Total						2,145.90	90.58
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 592996348	November	2,788.36	117.69
	Equipment Rental Expense Total					2,788.36	117.69
De Lage Landen Financial Services Inc. Total						2,788.36	117.69
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2230	October (10-30)	15,000.00	633.14
				LLC 2231	October (10-30)	5,500.00	232.15
	Outside Service-General Total					20,500.00	865.29
Smile From The Inside, Inc. Total						20,500.00	865.29
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 33082106	October (10-26)	1,432.00	60.44
				LLC 33113571	November (11-2)	1,432.00	60.44
				LLC 33147408	November (11-9)	1,145.60	48.35
	Outside Service Total					4,009.60	169.24
Express Employment Professionals Total						4,009.60	169.24
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586103125	October	4,359.00	43.50
	Outside Service-General Total					4,359.00	43.50
Certified Languages International Total						4,359.00	43.50
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC FT9306550	October	1,600.00	400.00
				LLC T-930650090	October	11,504.72	0.00
	Outside Service-General Total					13,104.72	400.00
Document Tracking Services Total						13,104.72	400.00
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1109054	November	1,946.37	82.15
	Communications Total					1,946.37	82.15
Comm-Core Total						1,946.37	82.15
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-1597	October	7,100.00	71.00
	Subagreements for Services Total					7,100.00	71.00
Cornerstone Educational Solutions Total						7,100.00	71.00
Tech to School	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC MTS79341	November (11-13)	3,349.53	334.95
	Non K12 Curriculum Total					3,349.53	334.95
Tech to School Total						3,349.53	334.95
Everway LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 00270798N	October	8,221.95	410.28
	Non K12 Curriculum Total					8,221.95	410.28
Everway LLC Total						8,221.95	410.28
Los Angeles Marriott Burbank Airport Hotel	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC 10/6-10/8/25	October	1,675.66	65.14
	Teacher Training Total					1,675.66	65.14
	Materials and Supplies	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC M-VLDN50H	December	3,466.40	134.84
	Materials and Supplies Total					3,466.40	134.84
Los Angeles Marriott Burbank Airport Hotel Total						5,142.06	199.98
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8411229566	October (10-19)	1,106.37	46.70
				LLC 8411240539	October (10-26)	1,380.00	58.25
				LLC 8411265038	November (11-2)	1,380.00	58.25
				LLC 8411285252	November (11-9)	1,380.00	58.25
	Outside Service Total					5,246.37	221.45
Select Staffing Total						5,246.37	221.45
The Stepping Stones Group LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC M0260468	September	72,857.50	3,776.68
	Subagreements for Services Total					72,857.50	3,776.68
The Stepping Stones Group LLC Total						72,857.50	3,776.68
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815737	October	6,489.05	273.90
	Outside Service-General Total					6,489.05	273.90
DataBasics, Inc. Total						6,489.05	273.90

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
						6,480.00	251.89
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC 5332560	October (10-24)	6,480.00	251.89
	Teacher Training Total					6,480.00	251.89
Solution Tree Total						310.00	13.08
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0014162	October	310.00	13.08
	Outside Service-General Total					310.00	13.08
Doctors Wellness Company LLC dba WellnessMart MD Total						200.00	8.44
LACOE	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 26*0667	October (10-15)	200.00	8.44
	Dues and Memberships Total					200.00	8.44
LACOE Total						100.00	3.10
SkillsUSA California	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	310 SUPP – CRE	LLC 9338	September (9-30)	100.00	3.10
	Teacher Training Total					100.00	3.10
SkillsUSA California Total						803.68	33.92
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6125111205	September	803.68	33.92
	Telephone - Adminstration Total					803.68	33.92
Verizon Wireless Total						1,551.98	65.51
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 71001648	October (10-29)	1,551.98	65.51
	Utilities Total					1,551.98	65.51
City of Simi Valley Total						254.00	10.72
Integration Inc.	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	* (80Line 30) 101 General	LLC 251109	November (11-10)	43.00	1.81
				LLC 251110	November (11-12)	297.00	12.54
	Printing Expense Total					84.24	3.56
	Postage	54301 Postage & Delivery Expense : Postage	* (80Line 30) 101 General	LLC 251109	November (11-10)	4.68	0.20
				LLC 251110	November (11-12)	88.92	3.75
	Postage Total					385.92	16.29
Integration Inc. Total						97,706.70	3,027.39
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-25154	November (11-1)	97,706.70	3,027.39
	Prepaid Other Total					97,706.70	3,027.39
ParentSquare Inc. Total						317.42	13.40
Wayfair	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	4356904306	October	317.42	13.40
	Office Expense Total					317.42	13.40
Wayfair Total						95.78	4.04
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10292025	October	95.78	4.04
	Office Expense Total					95.78	4.04
Smart & Final Total						175.89	7.42
Nothing Bundt Cakes	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	049866202	October	175.89	7.42
	Office Expense Total					175.89	7.42
Nothing Bundt Cakes Total						11.95	0.50
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10312025	October	11.95	0.50
	Office Expense Total					11.95	0.50
Target Total						233.33	9.85
Domino's	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3S	October	233.33	9.85
	Office Expense Total					233.33	9.85
Domino's Total						327,580.72	13,190.80
Grand Total							

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
December 01, 2025 - December 31, 2025

Vendor	Description	Total
ADP, Inc.	Payroll Services	379,923.90
Sonoma County Office of Education - IT	STRS/PERS Contribution	114,015.54
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	15,090.00
Anova Education and Behavior Consultation	Special Education Contracted Services	14,160.22
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	14,156.58
Spectrum Center, Inc.	Special Education Contracted Services	13,506.65
Effectual Educational Consulting Service	Special Education Services	9,869.14
Anchor Counseling & Education Solutions	Special Education Contracted Services	6,682.48
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	6,512.02
E-Therapy Intermediate, INC	Special Education Contracted Services	5,056.25
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	4,957.77
California Teachers Association	Union Dues	4,290.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	3,385.87
Grace Speech Therapy Corp.	SLP IEP Attendance	3,177.51
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,059.48
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	2,965.38
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	2,562.67
Braille Abilities, LLC	Special Education Orientation and Mobility Services	1,939.57
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	1,805.25
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,792.80
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,455.00
Speech Guy, LLC	Special Education Contracted Services	1,243.50
Backstage Health	Mileage Reimbursement	1,150.00
Specialized Therapy Services Inc	Special Education Contracted Services	1,128.75
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,000.00
Virtual Technologies Group	Computer equip. & installation	880.10
Clear Speech and Language	Language and Speech Therapy	581.25
Foundations Therapy Service	Special Education Contracted Services	541.50
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	496.80
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	489.00
Oxford Consulting Services	Special Education Contracted Services	427.50
iTherapy	Special Education Contracted Services	406.25
SpeechRighter, Inc.	Special Education Contracted Services	405.00
Augmentative Communications Solutions	Special Education Contracted Services	360.00
Speech Therapy Link Inc.	Occupational Therapy	325.00
Jamie Jessica Herrera	Milage Reimbursement	320.00
Kadiant, LLC	Special Education Contracted Services	259.50
eLuma LLC	Special Individual Counseling Services	193.17
Everway, LLC	Software for SPED Student	170.00
The Stepping Stones Group LLC	Language and Speech Therapy	110.25
SPEAK! Speech and Language	Language and Speech Therapy	90.00
Amazon Capital Services	Staff Office Supplies	17.44
Grand Total		**620,959.09**

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116047 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(3,148.76)
	Bill	12/04/2025	INV-08112		(3,375.72)
	Bill	12/04/2025	INV-08138		(79.00)
	Bill	12/04/2025	INV-08153		(79.00)
	Bill	12/04/2025	INV-08160		6,682.48
	Bill Payment	12/04/2025	116047		(0.00)
Amount Unapplied - Bill Payment #116047 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(0.00)
Bill Payment #116080 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(935.01)
	Bill	12/13/2025	INV-01169		(786.26)
	Bill	12/13/2025	INV-01158		1,721.27
	Bill Payment	12/15/2025	116080		(1,664.60)
Bill Payment #116051 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					
	Bill	12/04/2025	INV-01146		1,664.60
	Bill Payment	12/04/2025	116051		0.00
Bill Payment #116063 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(2,376.67)
	Bill	12/04/2025	INV-00967		(186.00)
	Bill	12/04/2025	INV-00989		2,562.67
	Bill Payment	12/04/2025	116063		0.00
Bill Payment #116082 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(118.00)
	Bill	12/13/2025	INV-01313		(1,415.18)
	Bill	12/13/2025	INV-01327		(1,724.25)
	Bill	12/13/2025	INV-01300		3,257.43
	Bill Payment	12/15/2025	116082		(2,485.80)
Bill Payment #116053 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					
	Bill	12/04/2025	INV-01256		(118.00)
	Bill	12/04/2025	INV-01271		(650.79)
	Bill	12/04/2025	INV-01284		3,254.59
	Bill Payment	12/04/2025	116053		0.00
Bill Payment #116083 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(88.13)
	Bill	12/13/2025	INV-09936		(922.38)
	Bill	12/13/2025	INV-09952		(1,971.23)
	Bill	12/13/2025	INV-09905		(100.00)
	Bill	12/13/2025	INV-10014		3,081.74
	Bill Payment	12/15/2025	116083		(187.50)
Bill Payment #116054 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					
	Bill	12/04/2025	INV-09923		(1,787.01)
	Bill	12/04/2025	INV-09875		1,974.51
	Bill Payment	12/04/2025	116054		(0.00)
Amount Unapplied - Bill Payment #116083 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(0.00)
Bill Payment #116067 - PrentGraf Ltd dba TalkPath Live(CAVA @ Sonoma)					(3,059.48)
	Bill	12/04/2025	INV-01122		3,059.48
	Bill Payment	12/04/2025	116067		0.00
Bill Payment #ACH 12/23/25 - ADP, Inc.(CAVA @ Sonoma)					(171,039.79)
	Bill	12/15/2025	ADP Payroll (2) - Dec 2025 (12/1/25-12/15/25)	04aDPdec25SO - ADP Payroll (2) - Dec 2025 (12/1/25-12/15/25)	171,039.79
	Bill Payment	12/23/2025	ACH 12/23/25		(163,039.42)
Bill Payment #ACH 12/15/25 - ADP, Inc.(CAVA @ Sonoma)					
	Bill	12/01/2025	ADP Payroll(1) (11/16/25-11/30/25) - Dec 202	04DPdec25SO - ADP Payroll(1) (11/16/25-11/30/25) - Dec 2025	163,039.42
	Bill Payment	12/15/2025	ACH 12/15/25		(45,844.69)
Bill Payment #ACH 12/10/25 - ADP, Inc.(CAVA @ Sonoma)					
	Bill	12/01/2025	ADP Benefits - Dec 2025	05DPdec25SO - ADP Benefits - Dec 2025	45,844.69
	Bill Payment	12/10/2025	ACH 12/10/25		0.00
Bill Payment #116088 - Green Hasson & Janks LLP(CAVA@SONOMA)					(15,090.00)
	Bill	12/13/2025	35036 Partial		15,090.00
	Bill Payment	12/15/2025	116088		0.00
Bill Payment #116078 - Backstage Health(CAVA @ Sonoma)					(575.00)
	Bill	12/13/2025	INV-00110		575.00
	Bill Payment	12/15/2025	116078		(575.00)
Bill Payment #116048 - Backstage Health(CAVA @ Sonoma)					
	Bill	12/04/2025	INV-00099		575.00
	Bill Payment	12/04/2025	116048		0.00
Bill Payment #116087 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(403.00)
	Bill	12/13/2025	INV-02590		(180.83)
	Bill	12/13/2025	INV-02601		(310.00)
	Bill	12/13/2025	INV-02609		(361.67)
	Bill	12/13/2025	INV-02618		(124.00)
	Bill	12/13/2025	INV-02636		(144.67)
	Bill	12/13/2025	INV-02649		1,524.17
	Bill Payment	12/15/2025	116087		

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116059 - Grace Speech Therapy Corp.(CAVA @ Sonoma)	Bill	12/04/2025	INV-02521		(547.67)
	Bill	12/04/2025	INV-02537		(186.00)
	Bill	12/04/2025	INV-02569		(919.67)
	Bill Payment	12/04/2025	116059		1,653.34
					0.00
Bill Payment #116098 - The Stepping Stones Group LLC (CAVA @ Sonoma)	Bill	12/13/2025	INV-01265		(73.50)
	Bill Payment	12/15/2025	116098		73.50
Bill Payment #116073 - The Stepping Stones Group LLC (CAVA @ Sonoma)	Bill	12/04/2025	INV-01246		(36.75)
	Bill Payment	12/04/2025	116073		36.75
					0.00
Bill Payment #116076 - Augmentative Communications Solutions(CAVA @ Sonoma)	Bill	12/13/2025	INV-00777		(120.00)
	Bill	12/13/2025	INV-00773		(240.00)
	Bill Payment	12/15/2025	116076		360.00
					0.00
Bill Payment #116081 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Sonoma)	Bill	12/13/2025	INV-00656		(14,156.58)
	Bill Payment	12/15/2025	116081		14,156.58
					0.00
Bill Payment #116086 - Foundations Therapy Service(CAVA@SONOMA)	Bill	12/13/2025	INV-01095		(228.00)
	Bill	12/13/2025	INV-01089		(313.50)
	Bill Payment	12/15/2025	116086		541.50
					0.00
Bill Payment #116094 - SPEAK! Speech and Language(CAVA @ Sonoma)	Bill	12/13/2025	INV-00068		(60.00)
	Bill Payment	12/15/2025	116094		60.00
Bill Payment #116069 - SPEAK! Speech and Language(CAVA @ Sonoma)	Bill	12/04/2025	INV-00060		(30.00)
	Bill Payment	12/04/2025	116069		30.00
					0.00
Bill Payment #116095 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	12/13/2025	INV-01626		(393.00)
	Bill Payment	12/15/2025	116095		393.00
Bill Payment #116072 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	12/04/2025	INV-01603		(426.25)
	Bill	12/04/2025	INV-01614		(424.25)
	Bill Payment	12/04/2025	116072		850.50
					0.00
Bill Payment #116079 - California Teachers Association(CAVA@SONOMA)	Bill	12/13/2025	Union Dues - 112025		(4,290.00)
	Bill Payment	12/15/2025	116079		4,290.00
					0.00
Bill Payment #116091 - MK Innovations Inc dba The Silly Room(CAVA @ Sonoma)	Bill	12/13/2025	INV-00846		(1,805.25)
	Bill Payment	12/15/2025	116091		1,805.25
					0.00
Bill Payment #116092 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)	Bill	12/13/2025	INV-10479		(37.50)
	Bill Payment	12/15/2025	116092		37.50
Bill Payment #116064 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)	Bill	12/04/2025	INV-10361		(37.50)
	Bill	12/04/2025	INV-10393		(192.00)
	Bill	12/04/2025	INV-10394		(197.00)
	Bill	12/04/2025	INV-10395		(2,501.38)
	Bill Payment	12/04/2025	116064		2,927.88
					0.00
Bill Payment #116096 - Speech Therapy Link Inc.(CAVA @ Sonoma)	Bill	12/13/2025	INV-00038		(325.00)
	Bill Payment	12/15/2025	116096		325.00
					0.00
Bill Payment #116077 - Axis Teletherapy(CAVA @ Sonoma)	Bill	12/13/2025	INV-02222		(325.00)
	Bill	12/13/2025	INV-02221		(115.00)
	Bill	12/13/2025	INV-02281		(981.02)
	Bill	12/13/2025	INV-02282		(796.75)
	Bill	12/13/2025	INV-02283		(810.00)
	Bill	12/13/2025	INV-02284		(1,930.00)
	Bill Payment	12/15/2025	116077		4,957.77
					0.00
Bill Payment #116050 - Chase Boyle dba Snow Counseling(CAVA @ Sonoma)	Bill	12/04/2025	INV-00874		(1,000.00)
	Bill Payment	12/04/2025	116050		1,000.00
					0.00
Bill Payment #116084 - Effectual Educational Consulting Service(CAVA@SONOMA)	Bill	12/13/2025	INV-11735		(1,312.50)
	Bill	12/13/2025	INV-11738		(215.25)

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116084 - Effectual Educational Consulting	Bill	12/13/2025	INV-11743		(123.00)
	Bill	12/13/2025	INV-11758		(246.00)
	Bill	12/13/2025	INV-11773		(609.38)
	Bill	12/13/2025	INV-11782		(125.00)
	Bill	12/13/2025	INV-11794		(370.00)
	Bill	12/13/2025	INV-11796		(696.75)
	Bill	12/13/2025	INV-11808		(51.84)
	Bill	12/13/2025	INV-11820		(338.25)
	Bill	12/13/2025	INV-11829		(187.50)
	Bill	12/13/2025	INV-11866		(1,690.00)
	Bill	12/13/2025	INV-11881		(103.00)
	Bill	12/13/2025	INV-11884		(64.00)
	Bill Payment	12/15/2025	116084		6,132.47
Bill Payment #116055 - Effectual Educational Consulting Service(CAVA@SONOMA)					(922.50)
	Bill	12/04/2025	INV-11633		(1,634.50)
	Bill	12/04/2025	INV-11697		(437.50)
	Bill	12/04/2025	INV-11717		(725.00)
	Bill	12/04/2025	INV-11723		(17.17)
	Bill	12/04/2025	INV-11724		3,736.67
	Bill Payment	12/04/2025	116055		0.00
Amount Unapplied - Bill Payment #116055 - Effectual Educational Consulting Service(CAVA@SONOMA)					0.00
Bill Payment #116090 - Kadiant, LLC(CAVA @ Sonoma)	Bill	12/13/2025	INV-00340		(259.50)
	Bill Payment	12/15/2025	116090		259.50
					0.00
Bill Payment #116066 - Point Quest Pediatric Therapies, LLC(CAVA @ Sonoma)					(496.80)
	Bill	12/04/2025	INV-00303		
	Bill Payment	12/04/2025	116066		496.80
					0.00
Bill Payment #116093 - PresenceLearning, Inc.(CAVA @ Sonoma)					(198.75)
	Bill	12/13/2025	INV-09618		
	Bill	12/13/2025	INV-09608		(1,218.75)
	Bill Payment	12/15/2025	116093		1,417.50
Bill Payment #116068 - PresenceLearning, Inc.(CAVA @ Sonoma)					(37.50)
	Bill	12/04/2025	INV-09598		
	Bill Payment	12/04/2025	116068		37.50
					0.00
Bill Payment #116049 - Braille Abilities, LLC(CAVA @ Sonoma)					(816.66)
	Bill	12/04/2025	INV-00377		
	Bill	12/04/2025	INV-00378		(1,122.91)
	Bill Payment	12/04/2025	116049		1,939.57
					0.00
Bill Payment #116056 - El Paseo Children's Center, Inc.(CAVA @ Sonoma)					(1,792.80)
	Bill	12/04/2025	INV-01438		
	Bill Payment	12/04/2025	116056		1,792.80
					0.00
Bill Payment #116085 - eLuma LLC (CAVA@SONOMA)	Bill	12/13/2025	VST-01308		(183.00)
	Bill Payment	12/15/2025	116085		183.00
Bill Payment #116057 - eLuma LLC (CAVA@SONOMA)	Bill	12/04/2025	VST-01297		(10.17)
	Bill Payment	12/04/2025	116057		10.17
					0.00
Bill Payment #116070 - Specialized Therapy Services Inc(CAVA@SONOMA)					(1,128.75)
	Bill	12/04/2025	INV-01438		
	Bill Payment	12/04/2025	116070		1,128.75
					0.00
Bill Payment #116097 - SpeechRighter, Inc.(CAVA @ Sonoma)					(405.00)
	Bill	12/13/2025	INV-00440		
	Bill Payment	12/15/2025	116097		405.00
					0.00
Bill Payment #116065 - Oxford Consulting Services(CAVA@SONOMA)					(427.50)
	Bill	12/04/2025	INV-02141		
	Bill Payment	12/04/2025	116065		427.50
					0.00
Bill Payment #116089 - iTherapy(CAVA @ Sonoma)	Bill	12/13/2025	INV-00046		(156.25)
	Bill Payment	12/15/2025	116089		156.25
Bill Payment #116060 - iTherapy(CAVA @ Sonoma)	Bill	12/04/2025	INV-00037		(250.00)
	Bill Payment	12/04/2025	116060		250.00
					0.00
Bill Payment #116099 - Virtual Technologies Group(CAVA@SONOMA)					(880.10)
	Bill	12/13/2025	INV124391		
	Bill Payment	12/15/2025	116099		880.10
					0.00
Bill Payment #116046 - Sonoma County Office of Education - IT(CAVA@SONOMA)					(114,015.54)
	Bill	11/25/2025	SO - Nov 2025 STRS	SO - Nov 2025 STRS	
	Bill Payment	12/01/2025	116046	SO - Nov 2025 STRS	114,015.54
					0.00
Bill Payment #116052 - Clear Speech and Language(CAVA @ Sonoma)					(156.25)
	Bill	12/04/2025	INV-00069		
	Bill	12/04/2025	INV-00067		(425.00)

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116052 - Clear Speech and Language(CAVA	Bill Payment	12/04/2025	116052		581.25
					0.00
Bill Payment #116058 - Everway, LLC (CAVA @ Sonoma)	Bill	12/04/2025	00271767N		(170.00)
	Bill Payment	12/04/2025	116058		170.00
					0.00
Bill Payment #116061 - Jamie Jessica Herrera(CAVA @ Sonoma)	Bill	12/04/2025	Oct2025 Mileage Reimb		(320.00)
	Bill Payment	12/04/2025	116061		320.00
					0.00
Bill Payment #116062 - Marnie J Young dba Adapted Child's Play(CAVA @ Sonoma)	Bill	12/04/2025	INV-00649		(489.00)
	Bill Payment	12/04/2025	116062		489.00
					0.00
Bill Payment #116071 - Spectrum Center, Inc.(CAVA@SONOMA)	Bill	12/04/2025	INV-000061891		(6,615.33)
	Bill	12/04/2025	INV-000066068		(6,891.32)
	Bill Payment	12/04/2025	116071		13,506.65
					0.00
Bill Payment #116074 - Amazon Capital Services(CAVA @ Sonoma)	Bill	12/13/2025	1TDD-X4F4-YRYY		(17.44)
	Bill Payment	12/15/2025	116074		17.44
					0.00
Bill Payment #116075 - Anova Education and Behavior Consultation(CAVA @ Sonoma)	Bill	12/13/2025	12307279		(7,030.32)
	Bill	12/13/2025	12307280		(7,129.90)
	Bill Payment	12/15/2025	116075		14,160.22
					0.00
					0.00
				Total	620,959.09

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
The Stepping Stones Group LLC	6,143.49
Effectual Educational Consulting Service	1,580.69
Document Tracking Services	1,249.50
Smile From The Inside, Inc.	865.29
Pitney Bowes Bank Inc Purchase Power	709.80
Sovos Compliance LLC	679.53
AppleOne Employment Services	354.21
Barrington Staffing Services	324.29
Expedited Reports	279.99
DataBasics, Inc.	207.15
Dempsey Electric	156.51
The Back Room Inc	155.33
Facilitron, Inc	150.39
Supreme Facility Services, Inc.	138.87
AT&T Mobility	130.36
UPS	118.68
De Lage Landen Financial Services Inc.	112.09
Bill.com	105.84
Comm-Core	80.47
Amazon	73.53
Pitney Bowes Global Financial Services	69.53
Wood Ranch	68.10
Express Employment Professionals	48.35
VistaPrint	40.23
Certified Languages International	39.00
WPS	36.73
Verizon Wireless	33.37
Costco	31.68
ULINE	31.48
Jose's Gardening Services	25.33
Amazon Capital Services	25.00
BlueTriton Brands, Inc	23.11
Everon, LLC	20.13
Panda Express	16.90
Waste Management	15.55
Doctors Wellness Company LLC dba WellnessMart MD	7.85
Orkin	6.54
Nothing Bundt Cakes	5.37
Amazon Blink	5.06
Paper Recycling & Shredding	4.77
Zoom Video Communications, Inc.	0.80
Grand Total	**14,170.91**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 616335	November (11-20)	113.00	4.77
	Office Expense Total					113.00	4.77
Paper Recycling & Shredding Total						113.00	4.77
UPS							
	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E465	November (11-15)	966.29	40.79
				LLC 000073Y68E475	November (11-22)		
				LLC 000073Y68E485	November (11-29)	238.47	10.07
				LLC 000073Y68E495	December (12-6)	406.13	17.14
			280 SPED	LLC 0000V9159W465	November (11-15)	324.02	13.68
				LLC 0000V9159W485	November (11-29)	434.51	19.08
				LLC 0000V915PW475	November (11-22)	58.83	2.58
				LLC 0000V9159W495	December (12-6)	226.56	9.95
	Shipping Total					123.01	5.40
UPS Total						2,777.82	118.68
Waste Management						2,777.82	118.68
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7285981-0283-4	December	171.31	7.23
				LLC 7285996-0283-2	December	197.01	8.32
	Operations and Housekeeping Services Total					368.32	15.55
Waste Management Total						368.32	15.55
Barrington Staffing Services							
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 45145	November (11-16)	1,403.35	59.23
			280 SPED	LLC 45145	November (11-16)		
				LLC 45161	November (11-23)	2,197.51	96.49
				LLC 45167	November (11-23)	549.12	24.11
				LLC 45190	November (11-30)	1,365.94	59.98
				LLC 45210	December (12-7)	549.12	24.11
	Outside Service Total					1,374.86	60.37
Barrington Staffing Services Total						7,439.90	324.29
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4663	December	7,439.90	324.29
	Operations and Housekeeping Services Total					3,290.00	138.87
Supreme Facility Services, Inc. Total						3,290.00	138.87
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-0895480-8012265	November	3,290.00	138.87
				111-9234052-5613846	November	8.57	0.36
				111-5802243-0882627	November	26.80	1.13
				111-2476702-1781813	November	18.01	0.76
				111-8709678-9019420	November	9.53	0.40
				111-3473487-2193810	November	7.28	0.31
				114-3115770-0912227	November	36.59	1.54
				113-3646736-5700204	December	13.92	0.59
				113-3982542-4155405	December	58.11	2.45
				113-0287895-9940222	December	51.46	2.17
				113-8443459-0564242	December	125.86	5.31
				111-3516443-2834666	December	135.24	5.71
				111-0110558-1145050	December	32.61	1.38
				113-2005695-9585065	December	27.40	1.16
				111-2860839-4496231	December	20.37	0.86
				113-1151118-0068225	December	61.82	2.61
				111-4162695-2107443	December	535.36	22.60
				113-1885461-9550639	December	6.42	0.27
				113-7751323-3238652	December	346.70	14.63
				111-5556883-6519433	December	122.25	5.16
				111-7975579-1516242	December	39.93	1.69
				112-2246701-7859448	December	8.99	0.38
	Office Expense Total					48.87	2.06
Amazon Total						1,742.09	73.53
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1982078016	November	1,742.09	73.53
				LLC 80557846671578 112825	December	1,761.93	74.37
	Communications Total					1,326.59	55.99
AT&T Mobility Total						3,088.52	130.36
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4116	November	3,088.52	130.36
	Outside Service-General Total					3,680.00	155.33
The Back Room Inc Total						3,680.00	155.33
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7200804	November (11-15)	3,680.00	155.33
				LLC 01-7204016	November (11-22)	3,010.55	127.07
				LLC 01-7208308	November (11-29)	3,581.04	151.15
	Outside Service Total					1,800.23	75.99
AppleOne Employment Services Total						8,391.82	354.21
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25123881921	December	8,391.82	354.21
	Dues and Memberships Total					1,439.00	105.84
Bill.com Total						1,439.00	105.84
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 593523620	December	1,439.00	105.84
	Equipment Rental Expense Total					2,655.58	112.09
De Lage Landen Financial Services Inc. Total						2,655.58	112.09
						2,655.58	112.09

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
						15,000.00	633.14
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2232	December	5,500.00	232.15
				LLC 2233	December	20,500.00	865.29
	Outside Service-General Total					20,500.00	865.29
Smile From The Inside, Inc. Total						1,145.60	48.35
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 33171580	November (11-16)	1,145.60	48.35
	Outside Service Total					1,145.60	48.35
Express Employment Professionals Total						1,142.25	39.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586113025	November	1,142.25	39.00
	Outside Service-General Total					1,142.25	39.00
Certified Languages International Total						16,304.27	1,249.50
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC T-930650091	November	16,304.27	1,249.50
	Outside Service-General Total					16,304.27	1,249.50
Document Tracking Services Total						1,906.47	80.47
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1110344	December	1,906.47	80.47
	Communications Total					1,906.47	80.47
Comm-Core Total						118,516.50	6,143.49
The Stepping Stones Group LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC M0265499	October	118,516.50	6,143.49
	Subagreements for Services Total					118,516.50	6,143.49
The Stepping Stones Group LLC Total						4,907.75	207.15
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815857	November	4,907.75	207.15
	Outside Service-General Total					4,907.75	207.15
DataBasics, Inc. Total						186.00	7.85
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0014809	November	186.00	7.85
	Outside Service-General Total					186.00	7.85
Doctors Wellness Company LLC dba WellnessMart MD Total						790.53	33.37
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6130105627	November	790.53	33.37
	Telephone - Adminstration Total					790.53	33.37
Veriton Wireless Total						127.30	5.37
Nothing Bundt Cakes	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	50770262	November	127.30	5.37
	Office Expense Total					127.30	5.37
Nothing Bundt Cakes Total						250.00	25.00
Amazon Capital Services	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 1TQD-QHRN-G94D	November (11-17)	246.60	0.00
				LLC 1XQJ-391G-7DPK	November (11-16)	496.60	25.00
	Non K12 Curriculum Total					496.60	25.00
Amazon Capital Services Total						547.57	23.11
BlueTriton Brands, Inc	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 05K8710033059	November	547.57	23.11
	Office Expense Total					547.57	23.11
BlueTriton Brands, Inc Total						3,708.00	156.51
Dempsey Electric	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 1879	November (11-23)	3,708.00	156.51
	Operations and Housekeeping Services Total					3,708.00	156.51
Dempsey Electric Total						2,100.00	73.09
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 13504	September	2,100.00	73.09
	Subagreements for Services Total					1,170.00	60.65
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	101 General	LLC 13503	September	390.00	20.22
				LLC 13505	October	8,800.00	386.39
			280 SPED	LLC 13418	September	8,800.00	386.39
				LLC 13500	October	5,300.00	190.50
				LLC 13506	October	715.00	30.18
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	101 General	LLC 13362	August	9,867.50	433.26
			280 SPED	LLC 13362	August	35,042.50	1,507.60
	Materials and Supplies Total					37,142.50	1,580.69
Effectual Educational Consulting Service Total						476.84	20.13
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 160001809	November (11-9)	476.84	20.13
	Operations and Housekeeping Services Total					476.84	20.13
Everon, LLC Total							

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INVOICE001223	August	6,376.65	279.99
	Subagreements for Services Total					6,376.65	279.99
Expedited Reports Total						6,376.65	279.99
Facilitron, Inc	Prepaid Other	13514 Prepaid Other	101 General	LLC 79353JRPDJZG	November (11-19)	4,401.06	0.00
				LLC PM7E65MZ92YM	December (12-18)	3,007.79	150.39
	Prepaid Other Total					7,408.85	150.39
Facilitron, Inc Total						7,408.85	150.39
Jose's Gardening Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3020	October	600.00	25.33
	Operations and Housekeeping Services Total					600.00	25.33
Jose's Gardening Services Total						600.00	25.33
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 285839829	November (11-20)	155.00	6.54
	Operations and Housekeeping Services Total					155.00	6.54
Orkin Total						155.00	6.54
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 111625	November (11-16)	16,816.23	709.80
	Postage Total					16,816.23	709.80
Pitney Bowes Bank Inc Purchase Power Total						16,816.23	709.80
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107518061	November (11-29)	601.53	25.39
				LLC 3107530649	December (12-5)	1,045.74	44.14
	Office Expense Total					1,647.27	69.53
Pitney Bowes Global Financial Services Total						1,647.27	69.53
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 201205689	December (12-1)	745.84	31.48
	Office Expense Total					745.84	31.48
ULINE Total						745.84	31.48
WPS	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC WPS-562348	November (11-25)	836.44	36.73
	Materials and Supplies Total					836.44	36.73
WPS Total						836.44	36.73
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV330313442	November (11-18)	19.00	0.80
	Non K12 Curriculum Total					19.00	0.80
Zoom Video Communications, Inc. Total						19.00	0.80
Sovos Compliance LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-184541	February (2-13)	16,099.20	679.53
	Outside Service-General Total					16,099.20	679.53
Sovos Compliance LLC Total						16,099.20	679.53
Amazon Blink	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-0905235-1206607	November	119.99	5.06
	Dues and Memberships Total					119.99	5.06
Amazon Blink Total						119.99	5.06
Panda Express	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	396308131022766OO 11232025	November	417.17	17.61
					November	(16.69)	(0.70)
	Office Expense Total					400.48	16.90
Panda Express Total						400.48	16.90
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_6CNM12NH	November	953.08	40.23
				VP_MHF3QHTM	December	(976.49)	(41.22)
					November	976.49	41.22
	Office Expense Total					953.08	40.23
VistaPrint Total						953.08	40.23
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1244777036	December	750.54	31.68
	Office Expense Total					750.54	31.68
Costco Total						750.54	31.68
Wood Ranch	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	54936263	December	1,613.43	68.10
	Office Expense Total					1,613.43	68.10
Wood Ranch Total						1,613.43	68.10
Grand Total						297,426.23	14,170.91

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #04

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: 2025-26 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at Sonoma ratify the following 2025-26 Employment Agreements and terminations.

BACKGROUND:
California Virtual Academy at Sonoma offered contracts to teachers to meet the enrollment demands of the 2025-26 school year.

New Hires:
- **None**

Terminations/Resignations:

Last Name	First Name	Title	FTE
Duckett	Amber	Teacher, Elementary	1.0
Corbett	Brandi	Teacher, High School	1.0
Evans	Cody	Education Specialist, HS	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 offered 2025-26 Employment Agreements and Terminations.
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of California Virtual Academy at Sonoma.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Audrey Beecher
Human Resources Specialist

PRESENTED BY:

Audrey Beecher
Human Resources Specialist

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:** _____ **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X					X
Joyce Campbell	X					
Janell Smiley	X				X	
Tenisha Farr	X					

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #05

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: School Accountability Report Card

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the School Accountability Report Card.

BACKGROUND: Public schools in California are required to provide information to the community in the form of an annual School Accountability Report Card (SARC). The report includes information regarding achievement, resources, and demographics, allowing the public to compare schools.

BUDGET IMPLICATIONS: There are no budget implications.

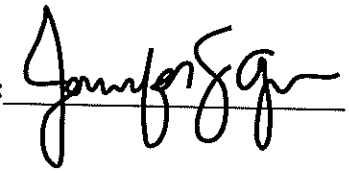
RECOMMENDATIONS: It is recommended that the Governing Board approve the School Accountability Report Card.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Sarah Neuenschwander
Director of Testing and Accountability

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X				X	
Joyce Campbell	X					
Janell Smiley	X					X
Tenisha Farr	X					

California Virtual Academy at Sonoma
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DATAQUEST
California DEPARTMENT OF EDUCATION

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

California School DASHBOARD

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	California Virtual Academy at Sonoma
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
Grade Span	K-12
County-District-School (CDS) Code	49-70797-0107284

2025-26 District Contact Information

District Name	California Virtual Academy at Sonoma
Phone Number	(805) 581-0202
Superintendent	April Warren
Email Address	admin@caliva.org
District Website	https://cava.k12.com/

025-26 School Description and Mission Statement

California Virtual Academy at Sonoma is a charter school that provides a full-time online independent study program for TK–12 students. We are a WASC-accredited school that offers the innovative use of technology, a rigorous and interactive curriculum rom Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving bout 1,000 students from the following counties, Lake, Marin, Mendocino, Napa, Solano, and Sonoma.

California Virtual Academy at Sonoma is dedicated to achieving academic growth while cultivating social and emotional ompetence for all students. We offer students an innovative educational experience in a safe online environment through daily ve instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety

2025-26 School Description and Mission Statement

of social interactions in preparation to become well-rounded citizens.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	52
Grade 3	57
Grade 4	66
Grade 5	50
Grade 6	67
Grade 7	78
Grade 8	105
Grade 9	89
Grade 10	79
Grade 11	112
Grade 12	111
Total Enrollment	966

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	1.4
Asian	4.2
Black or African American	15.1
Filipino	4.3
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	1.6
Two or More Races	8.1
White	27.4
English Learners	7.9
Foster Youth	0.1
Homeless	1.8
Socioeconomically Disadvantaged	64.3
Students with Disabilities	15.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.6	96.77	46	82.14	234405.2	84
Intern Credential Holders Properly Assigned	0	0.14	0	0.07	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	2.07	8.6	15.48	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.98	1.2	2.28	15831.9	5.67
Total Teaching Positions	28.5	100	56	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.9	98.16	53.6	82.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.03	1	1.56	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.38	8.1	12.63	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.43	1.9	3.04	14303.8	5.15
Total Teaching Positions	32.5	100	64.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.8	97.81	53.4	80.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.06	1	1.53	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	2.05	11.4	17.17	12112.8	4.34
Unknown/Incomplete/NA	0	0.03	0.6	1.02	13705.8	4.91
Total Teaching Positions	34.6	100	66.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.50	0.4	0.7
Total Out-of-Field Teachers	0.50	0.4	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st). Phonics 1 E1 (1st) ELA 2 Summit (2nd), Phonics 2 E1 (2nd) ELA 3 Summit, ELA 4 Summit, ELA 5 Summit Language Arts 6 (6th), Language Arts 7 (7th), Language Arts 8 (8th) English 9, English 9 Honors, English 9 Credit Recovery, English 10, English 10 Honors, English 10 Credit Recovery, American Literature, American Literature Honors, American Literature Credit Recovery, English Language and Composition Advanced Placement, Grammar and Composition, Grammar and Composition Credit Recovery, British and World Literature, British and World Literature Honors, British and World Literature Credit Recovery, English Literature and Composition Advanced Placement, Creative Writing, Public Speaking, Journalism	0%
Mathematics	Embark Math (TK), Math K E1, Math 1 E1, Math 2 Summit, Math 3 Summit, Math 4 Summit, Math 5 Summit Math 6, Math 7, Math 8 Developmental Algebra, Continuing Algebra, Algebra 1, Algebra 1 Honors, Algebra 1 Credit Recovery, Geometry, Geometry Honors, Geometry Credit Recovery, Algebra 2, Algebra 2 Honors, Algebra 2 Credit Recovery, Consumer Math, Consumer Math Credit Recovery, Pre-Calculus/ Trigonometry, Calculus Advanced Placement, Statistics Advanced Placement	0%
Science	Embark Science (TK), Science K E1, Science 1 E1, Science 2 E1, Science 3 E1, Science 4 E1, Science 5 E1	0%

	Summit MS Earth Science (6th), Summit Integrated Science CA (7th), Summit Integrated Science 8 CA (8th) Biology: The Living Earth, Biology Honors, Biology Credit Recovery, Biology Advanced Placement, Earth Science Credit Recovery, Chemistry in the Earth System, Chemistry Honors, Chemistry Credit Recovery, Chemistry Advanced Placement, Physics in the Universe, Physics Honors, Astronomy, Forensic Science, Veterinary Science, Environmental Science, Anatomy and Physiology	
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA Summit World History I 6th, Summit World History II 7th, Summit American History to the Late 1800s (CA) 8th World History, World History Honors, World History Credit Recovery, Modern US History, Modern US History Honors, Modern US History Credit Recovery, US History Advanced Placement, Principles of American Democracy, Government and Politics Credit Recovery, US Government and Politics Advanced Placement, US and Global Economics, US and Global Economics Credit Recovery, Macroeconomics Advanced Placement, Psychology, Psychology Advanced Placement, Human Geography Advanced Placement, Archaeology, Ethnic Studies, Anthropology, Sociology	0%
Foreign Language	Elementary Chinese 1 (2nd), Elementary Spanish 1 (2nd-5th), Elementary Chinese 1 (3rd-5th) Elementary Spanish II (3rd-5th), Elementary Chinese II (3rd-5th) WLG MS Spanish I/ II Spanish I, Spanish I Credit Recovery, Spanish II, Spanish II Credit Recovery, Spanish III, Spanish IV, French I, French II, French III	0%
Health	Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course. Skills for Health, Health Credit Recovery, Health Science I, Health Sciences	0%
Visual and Performing Arts	Embark Art (TK), Art K E1, Art 1 E1, Art 2 E1, Art 3 E1, Art 4 E1, Summit Early American Art (5th) Embark Music (TK), Music K ED, Music 1 ED, Music 2 ED, Music 3 ED, Music 4 ED, Music 5 ED Summit Intermediate World Art I (6), MS Music 6 (6th), 2D Art (7th), MS Animation Art (8th) Fine Art, Fine Art Credit Recovery, Music Appreciation, Music Appreciation Credit Recovery, Art in World Cultures, Art Appreciation, Image Design and Editing, 3D Modeling, Animation	0%

Science Laboratory Equipment (grades 9-12)	SCI203 Biology: Biology: The Living Earth Course Kit (SKU SCX232), Biology: The Living Earth Course Kit Add On (SKU SCXP232A), SCI303 Chemistry: Chemistry in the Earth Systems Course Kit, (SKU SCX241), SCI403 Physics in the Universe: Physics in the Universe Course Kit (SCX251)	0%

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

School Facility Conditions and Planned Improvements

CAVA is a non-site based virtual school.

Year and month of the most recent FIT report N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	39	48	48	47	48
Mathematics (grades 3-8 and 11)	26	39	37	43	35	37

024-25 CAASPP Test Results in ELA by Student Group

his table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking nd completing a state-administered assessment.

LA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated y taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	611	584	95.58	4.42	38.83
Female	326	312	95.71	4.29	43.23
Male	285	272	95.44	4.56	33.82
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	33.33
Black or African American	98	93	94.90	5.10	32.61
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	237	227	95.78	4.22	32.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	47.62
White	163	153	93.87	6.13	47.06
English Learners	46	44	95.65	4.35	15.91
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	389	368	94.60	5.40	33.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	106	95	89.62	10.38	18.95

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	611	586	95.91	4.09	39.42
Female	326	312	95.71	4.29	39.42
Male	285	274	96.14	3.86	39.42
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	31.03
Black or African American	98	94	95.92	4.08	35.11
Filipino	21	21	100.00	0.00	66.67
Hispanic or Latino	237	227	95.78	4.22	35.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	42.86
White	163	155	95.09	4.91	45.81
English Learners	46	45	97.83	2.17	24.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	389	370	95.12	4.88	35.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	106	95	89.62	10.38	18.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.69	35.71			30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	389	376	96.66	3.34	34.84
Female	217	212	97.70	2.30	30.66
Male	172	164	95.35	4.65	40.24
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	52	51	98.08	1.92	29.41
Filipino	18	18	100.00	0.00	72.22
Hispanic or Latino	136	131	96.32	3.68	22.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	39.39
White	126	120	95.24	4.76	45.83
English Learners	28	27	96.43	3.57	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	230	219	95.22	4.78	28.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	18.03

2024-25 Career Technical Education Programs

In the 24-25 school year, the Career & College Prep campus began its seventh year with the following CTE programs and certifications offered:

1. Business and Finance Program:
Business Management Pathway
Finance Pathway

2. Marketing, Sales, and Services Program:
Entrepreneurship/Self-Employment Pathway
Multimedia Marketing & Business

3. Information and Communication Technologies Program:
Game and Simulation Pathway
Information Support and Services Pathway
Networking Pathway

4. Health Sciences and Medical Technology Program:
Medical Assistant Pathway

2024-25 Career Technical Education Programs

Medical Coding Pathway

5. Arts, Media, and Entertainment Program:
Animation Pathway
Digital Photography Pathway
Graphic Design Pathway
Web Design Pathway
Multimedia Production Pathway

6. Public Services Program:
Legal Practices Pathway

7. Multiple certification opportunities to include:
Microsoft Office Specialist
Entrepreneurship & Small Business
Communication Skills for Business
Project Management Ready
QuickBooks
First Aid, CPR/BLS
Certified Clinical Medical Assistant
IC3 Computing Fundamentals
Multiple IT Specialist certifications
Unity
Multiple Adobe certifications

All courses within each program/pathway are offered by highly qualified CTE teachers credentialed in the course of study. Students complete a course of study that includes a career exploration course, concentration courses that are pathway specific, and a capstone course. Certifications can be earned after completing relevant courses within a pathway and taking the necessary exam.

Middle School offered 2 career prep courses to 6th - 8th grade students: MS Careers Explorations I (6th) and MS Careers Explorations II (7th or 8th). Students who had previously taken the MS Careers Explorations II course were eligible to enroll in the following high school CTE courses:
TCH007 World of Computing (S1) and TCH008 Web Design (S2)
CAR095 IT Explorations
CAR017 Business and Marketing Explorations
CAR015 PBL AV, Art, Communications Explorations

The CTE Advisory Committee members come from a wide range of fields in business and industry, including current program offerings, as well as planned offerings.

- Vince Saavedra- Building and Construction Trades, Manufacturing and Product Design
- Robert Nicolson- Information and Communication Technologies
- Gary Jones- Manufacturing and Product Development, Engineering and Architecture
- Gary Roldan - Post-Secondary
- Maegan Carey- Health Science and Medical Technology
- Joe Berry - Arts, Media and Entertainment
- Daliah Karajeh- Arts, Media, and Entertainment
- Kimberly Beasley - Health Science and Medical Technology

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	254
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
Graduates Who Completed All Courses Required for UC/CSU Admission	20

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	11.3%	11.3%	11.3%	11.3%	11.3%
Grade 7	11.9%	11.9%	11.9%	11.9%	11.9%
Grade 9	8.4%	8.4%	8.4%	8.4%	8.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parental involvement is a foundational element of our school's success, starting from enrollment and continuing throughout their child's academic journey. Our onboarding process ensures parents are well-prepared for their child's educational experience, with clear communication about requirements and resources to support student success. Parents stay actively engaged through regular communication with teachers and staff, training on how to use the online learning platform, and opportunities to support their child's learning.
Our school offers a range of tools to keep families informed, including ParentSquare, the LC Community platform, and social media. Parents also have access to a variety of live and on-demand resources, including Coffee Chats, parent training sessions, and workshops on topics such as "Parenting with Purpose" and attendance coaching. These resources are designed to help parents understand the program's expectations and feel confident in supporting their child's education.

Parents play a vital role in shaping our school community through involvement in program evaluation and decision-making. They contribute feedback via surveys, meetings, and participation in the Family Teacher Organization (FTO), as well as at school board sessions and in discussions on services, resources, events, and activities. Parents can also provide direct feedback to teachers and school administrators.

Our partnership with Care Solace also provides a complimentary and confidential care coordination service to support families, further strengthening our community.

Teachers maintain close connections with students and parents through regular check-ins, including homeroom connections and parent conferences held across grade levels. In high school, counselors ensure students stay on track with their graduation plans. Teachers also provide updates on academic performance through progress reports, Star 360 assessments, and access to student data on the online platform.

To foster transparency and collaboration, leadership teams share updates on academic expectations, state standards, and testing requirements, ensuring a clear understanding of expectations. Parents are encouraged to participate in regular meetings to provide input and suggestions. For parents who cannot attend the live meetings, recordings are available, including resources and access to the survey to provide feedback. LCAP feedback sessions offer structured opportunities for families to contribute to the development and revision of school improvement plans. Through the Parent Advisory Committee, parent engagement meetings, and Title I meetings, parents and students help guide the school's goals and actions. Their feedback is also gathered through surveys and direct communication with school leadership.

By engaging families in meaningful ways, we ensure the school's improvement strategies and resource allocation reflect the community's needs. Our commitment to continuous improvement is demonstrated by regularly reporting back to families on how their input has influenced changes in the school's policies and practices. This ongoing feedback loop helps maintain a responsive and effective educational environment for all students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	28.4	42.5	28.6	29.1	42.1	27	8.2	8.9	8
Graduation Rate	67.6	54.9	57.1	67	55.4	59.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	112	64	57.1
Female	65	39	60.0
Male	47	25	53.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	9	69.2
Filipino	--	--	--
Hispanic or Latino	32	16	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	45	24	53.3
English Learners	13	10	76.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	82	42	51.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	12	44.4

or information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web ge at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

ote: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1319	1203	128	10.6
Female	698	639	65	10.2
Male	621	564	63	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	21	20	8	40.0
Asian	54	53	3	5.7
Black or African American	204	188	14	7.4
Filipino	52	50	4	8.0
Hispanic or Latino	501	463	62	13.4
Native Hawaiian or Pacific Islander	22	21	2	9.5
Two or More Races	89	84	7	8.3
White	376	324	28	8.6
English Learners	97	91	10	11.0
Foster Youth	--	--	--	--
Homeless	27	27	4	14.8
Socioeconomically Disadvantaged	870	801	104	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	243	219	36	16.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.08	0	0.1	0.17	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.00	0.00
Male	0.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.49	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.41	0.00

lote: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population s ten or fewer.

2025-26 School Safety Plan

The California Virtual Academy takes staff and student health and safety seriously. Because the school is a virtual school, there is no need for a school building where classes are held daily. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records are kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations before matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community. All pertinent and required health and safety documentation is collected at the time of hire or enrollment, as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District.

The Comprehensive School Safety Plan is reviewed annually with educational partners in the fall and then updated by staff. The school board approves it every year in December. The plan is discussed with school staff at the beginning of each semester.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	7	0	0
1	13	3	2	0
2	14	2	1	0
3	5	7	1	0
4	12	3	1	0
5	15	2	1	0
6	5	33	4	0
Other	29	0	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2	1	0
1	6	9	1	0
2	6	9	1	0
3	2	22	0	0
4	5	9	0	0
5	9	5	1	0
6	8	16	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	3	1	
1	17	1	2	
2	6	8		
3	12	4	1	
4	5	11	2	
5	10	4	1	
6	8	16	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	79	0	0
Mathematics	7	53	0	0
Science	6	32	0	0
Social Science	6	49	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	76		
Mathematics	6	61		
Science	6	35		
Social Science	7	51		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	85		
Mathematics	7	62		
Science	7	38	2	
Social Science	7	53		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	459.47

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,188	$3,506	$10,682	$79,457
District	N/A	N/A	$7,826	$103,640
Percent Difference - School Site and District	N/A	N/A	30.9	-26.4
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-4.3	-7.1

Fiscal Year 2024-25 Types of Services Funded

CAVA ensures that resources are allocated to support learning for all students while adhering to state and federal regulations. We receive Title I, Part A, Title II, Part A, and Special Education funds. Title I funds are primarily used to provide support for low achieving students Support consists of academic, engagement, and social emotional. Title II funds are used for professional development for staff. Special Education services are offered within our full- inclusion, general education, independent study model. These services are available for all students who have been identified as qualifying for special services. All English Language Learners are provided an English Language Development program that includes online instruction and/or an online ELD program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$71,202	$55,248
Mid-Range Teacher Salary	$96,381	$80,746
Highest Teacher Salary	$125,520	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$246,305	$155,954
Percent of Budget for Teacher Salaries	10.99%	25.26%
Percent of Budget for Administrative Salaries	2.22%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: Immigration Compliance, Enforcement Response, and Student Protection Policy

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the Immigration Compliance, Enforcement Response, and Student Protection Policy (Policy).

BACKGROUND: The Policy aligns and updates immigration-related protections to ensure compliance with current state and federal law, including Assembly Bills 699, 49, and 1127, and Senate Bill 98. The Policy affirms students' right to equal access to education regardless of immigration status, strengthens safeguards for student records and personal information, and establishes clear protocols for responding to immigration enforcement requests at school-sponsored events. It also establishes staff training, parent notification, board reporting requirements, emergency family support, and public posting and language accessibility obligations.

BUDGET IMPLICATIONS: The budget implications are minimal, with potential minor ongoing expenses related to translation services and legal consultation.

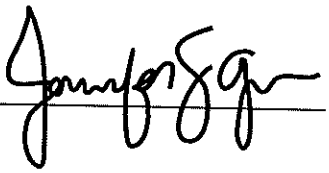
RECOMMENDATIONS: It is recommended that the Governing Board approve the Policy.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X				X	
Joyce Campbell	X					X
Janell Smiley	X					
Tenisha Farr	X					

Immigration Compliance, Enforcement Response, and Student Protection Policy

This policy is adopted to ensure compliance with the following California and federal laws:

- Assembly Bill (AB) 699: Educational Equity: Immigration Status
  This law prohibits discrimination based on immigration status and requires school districts to adopt model policies protecting immigrant students and families.
- Senate Bill (SB) 98 amended Education Code Section 234.7 to require annual training for certificated staff and annual notice to parents regarding student rights related to immigration enforcement.
- Assembly Bill (AB) 1127: Immigration enforcement: Local Educational Agencies (LEA): Model Policy
  Requires LEAs to adopt or align with the California Attorney General's model policy on immigration enforcement.
- Assembly Bill (AB) 49: Safe and Supportive Schools: Duties of School Officials: Immigrant Pupils
  Requires LEAs to provide community resource referrals, public postings, family education on immigration protections, and connections to legal service providers.

It is the policy of this school that all students, irrespective of immigration status, nationality, or citizenship, are entitled to a free and public education. This policy establishes clear responsibilities for school personnel and safeguards for students and their families with respect to the collection, use, and disclosure of personal information, law enforcement interactions, and communication procedures.

Nondiscrimination and Equal Access *Education Code Sections 200, 220, 234.1*
The school shall not engage in any discriminatory practices against students or families based on actual or perceived immigration status, citizenship, or national origin. No student shall be denied enrollment or participation in school activities based on their family's decision to withhold immigration-related information.

Prohibited Collection and Use of Immigration Information *Education Code Section 234.7; Government Code Section 8310.3*
Staff shall not inquire into, collect, or document a student's or family member's immigration or citizenship status unless specifically required to do so by law. The school shall not solicit or collect full Social Security numbers or cards. If required for eligibility in federal programs, only the last four digits may be collected with appropriate notice. Student information shall not be used to compile any form of registry or database based on immigration or national origin. The school shall not use any student or family data to create registries based on race, national origin, or immigration status.

Protection of Student Records *FERPA 20 U.S.C. Section 1232g; Education Code Section 49076*
Student records, including personally identifiable information, shall be protected in accordance with federal and state law. Disclosure of such records shall only occur with prior written parental consent or upon presentation of a valid court order, judicial subpoena, or as otherwise authorized by law. Requests for information from immigration authorities shall be immediately referred to the school's legal counsel. For reporting requirements to the governing board, see "Board Reporting of Immigration Enforcement Requests".

Board Reporting of Immigration Enforcement Requests *Education Code Section 234.7; AB 699, AB 1127*
The Head of School or designee shall report to the governing board in a timely manner any requests by law enforcement or immigration officers for access to a school site, student, or student records. This report shall preserve the confidentiality of identifying information and be made in accordance with state law.

Parental Notification and Consent Requirements *SB 98; Education Code Sections 49063, 49073.6*
Parents and guardians shall be notified annually of their rights under FERPA and this policy. Including that student information will not be shared for immigration enforcement purposes without consent, subpoena, or court order. Staff shall obtain parental consent prior to permitting immigration enforcement officers to interview or search for a student, unless legally prohibited from providing such notice.

Staff Training *SB 98; AB 1127*
The Head of School, or a designee appointed by the governing board, shall serve as the school's primary point of contact for all matters related to immigration enforcement. The school shall ensure that all certificated staff receive annual training addressing student rights, information protection, and procedures for responding to immigration-related incidents.

Immigration Enforcement at School-Sponsored Events *Penal Code Sections 627.1–627.10; AB 1127; AB 49*
The following are in place for schools that have a school site. If staff are at an in-person event with a student, school staff shall make every effort to adhere to take the following actions in response to an officer present, specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Head of School or designee, unless exigent circumstances require immediate action.
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being at the event and document the response
4. Request that the officer produce any documentation that authorizes his/her access to the student
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the student, comply with the officer's orders and immediately contact the Head of School or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
    a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, school staff shall inform the agent that they cannot consent to any request without first consulting with the school's legal counsel or other designated school officials.
    b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, school staff shall promptly comply with the warrant. If feasible, school staff shall consult with the school's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
    c. If the officer has a subpoena for production of documents or other evidence, school staff shall inform the school's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the event without consent, school staff shall document the officer's actions.

9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
    a. A list or copy of the officer's credentials and contact information
    b. The identity of all school personnel who communicated with the officer
    c. Details of the officer's request
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
    e. School staff's response to the officer's request
    f. Any further action taken by the officer
    g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the school's legal counsel or other designated school official.
11. The school shall report any such encounter to the California DOJ Bureau of Children's Justice at BCJ@doj.ca.gov.

Emergency Planning and Family Support *AB 49; Education Code section 48204.4*
The school shall provide guidance and support to families regarding emergency preparedness in the event of a parent or guardian's detention or deportation. Emergency contact information may be updated as needed throughout the school year as well as alternative contacts provided. Information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose. Students and families are encouraged to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

Students shall be released only to individuals listed as emergency contacts or those presenting valid caregiver documentation. Child Protective Services shall only be contacted as a last resort if no safe adult contact is available.

The Head of School or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.

Public Posting, Outreach, and Language Accessibility *AB 49; Education Code Section 48985*
This policy and related resources shall be prominently posted on the school's website and distributed in accessible formats. Translated "Know Your Immigration Rights and Protection Under the Law" brochure and legal resources shall be provided to families annually, in compliance with the school's language access obligations. The legal resources included in the brochure include contact information for reputable community-based legal service organizations available to support immigrant students and families.

Alignment with Attorney General Model Policy *AB 1127; Education Code Section 234.9*
This policy has been developed in alignment with the model policy issued by the California Attorney General. The school will conduct an annual review and revise this policy as necessary to maintain compliance with updated guidance and legislation.

Board Approval: *February 2026*
Reviewed annually as part of the Parent Student Handbook.

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #07

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 26, 2026

SUBJECT: State Minimum Graduation Requirements Policy

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the State Minimum Graduation Requirements Policy.

BACKGROUND: This policy establishes a clear framework for granting exemptions from locally adopted high school graduation requirements that exceed the California state minimum, as authorized under California Education Code 51225.3. The policy is intended to support eligible students in their third or fourth year of high school who are not reasonably able to complete additional local requirements within a four-year cohort, while still ensuring completion of all state minimum graduation requirements.

The policy promotes equitable access to on-time graduation by providing a consistent, transparent process for identifying eligible students, reviewing individual circumstances, and engaging students and families in informed decision-making. It preserves Governing Board authority, delegates implementation to staff through established procedures, and operates in addition to, not in place of, other graduation options required under state law.

BUDGET IMPLICATIONS: This policy does not require additional funding and may result in modest cost efficiencies over time by allowing eligible students to graduate without unnecessary extension of enrollment beyond the state minimum requirements.

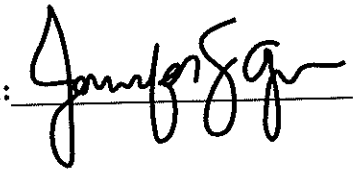
RECOMMENDATIONS: It is recommended that the Governing Board approve the State Minimum Graduation Requirements Policy.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Sara Laurent
High School Assistant Director

PRESENTED BY:
Sara Laurent
High School Assistant Director

Ayes: 4 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 2/26/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Glenda Caddle	X					X
Joyce Campbell	X					
Janell Smiley	X				X	
Tenisha Farr	X					

State Minimum Graduation Requirements Policy

This policy authorizes a graduation pathway through which eligible students may earn a high school diploma by meeting the California state minimum high school graduation requirements, in accordance with California Education Code 51225.3. Pursuant to California Education Code 51225.3(a)(2), a student in the third or fourth year of high school who is not reasonably able to complete graduation requirements adopted by the Governing Board that exceed the state minimum within four years may be exempted from those additional local graduation requirements.

This policy allows eligible students to graduate using California state minimum graduation requirements rather than locally adopted graduation requirements when an exemption is determined to be educationally appropriate under California Education Code 51225.3. Adoption of this pathway is intended to increase graduation access and equity for students facing significant barriers to credit completion, promote consistent and transparent decision-making, remove unnecessary obstacles to on-time graduation while maintaining academic standards, and support a student-centered approach that allows eligible students to graduate with their cohort whenever possible and prepare for postsecondary education, career readiness, and independent living.

This policy operates in addition to, and does not replace, graduation options or exemptions provided under other applicable provisions of the California Education Code, including sections 51225.1, 51225.31, and 51225.32.

Eligibility Criteria

A student may be considered for graduation under this policy when the student is in the third or fourth year of high school, is not reasonably able to complete locally adopted graduation requirements that exceed the California state minimum within the student's four-year cohort and demonstrates credit deficiency as described below. Eligibility determinations shall be made on a case-by-case basis, considering academic progress, credit accumulation, and the student's individual circumstances.

1. Credit Deficiency Threshold

For purposes of this policy, a student may be identified as credit deficient based on local standards when one or more of the following considerations apply:

- The student is not on track to complete locally adopted graduation requirements by the end of the expected graduation year, even with reasonable interventions such as summer school, credit recovery, or schedule adjustments; and
- The student is on track to meet, or can reasonably meet, California state minimum graduation requirements (https://www.cde.ca.gov/ci/gs/hs/hsgrmin.asp), within a timeframe that avoids unnecessary extension beyond the student's cohort year, when appropriate; and
- The student is in the third or fourth year of high school, including students classified in grade 11 or 12, without sufficient time remaining in the graduation cohort year to regain credit status.

Credit deficiency shall be determined through transcript review and credit pacing analysis conducted by the school counseling team or other designated staff, in accordance with established procedures.

2. Qualifying Conditions

In addition to being credit deficient, eligibility determinations also consider whether the student meets one or more of the following qualifying conditions:

- Extended health-related challenges that have led directly to credit deficiency
- Chronic absenteeism due to circumstances outside the student's control that have led to credit deficiency
- Highly mobile student status, including foster youth, homelessness, migrant, or military-connected status, where mobility has resulted in credit deficiency due to multiple relocations
- Re-engagement after prolonged educational interruption beyond the student's control that has led to credit deficiency
- A student with a disability whose documented disability-related needs, interruptions, or circumstances have resulted in significant barriers to credit accumulation, as determined through a review of the student's IEP, educational history, and graduation progress
- An English Learner whose documented language acquisition needs, interrupted or limited formal education, or instructional transitions have resulted in significant barriers to credit accumulation, as determined through a review of language proficiency data, academic history, and graduation progress

Referral and Review Process

Step 1: Referral for Team Consultation

Students who may meet eligibility criteria under this policy may be referred for a graduation pathway consultation. The consultation team may include, as appropriate:

- Guidance Counselor
- College, Career, and Counseling Coordinator (CCCC)
- Principal or designee
- Special Education representative (as applicable)
- McKinney-Vento representative (as applicable)
- English Language Development Coordinator or designee (as applicable)

Step 2: Team Review and Determination

The consultation team reviews transcripts, relevant documentation, and the student's progress toward California state minimum graduation requirements to inform a recommendation regarding whether an exemption from locally adopted graduation requirements may be educationally appropriate under this policy.

Step 3: Student and Family Consultation

When an exemption is being considered, the student and family shall be provided with an opportunity to consult with a Counselor regarding the graduation pathway, including potential impacts on postsecondary options.

Step 4: Family Agreement and Transcript Evaluation

If the family elects to proceed, documentation shall be completed in accordance with established procedures, and the Counselor shall review course assignments and transcript records to ensure alignment with the student's graduation plan.

Board Reporting and Accountability

As part of the End-of-Year Report, the Board will be informed of the total number of students who graduate by meeting the California state minimum graduation requirements pursuant to this policy.

Board Approved: *February 2026*