AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at San Diego
December 7, 2023
2:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128
Meeting ID: 344 627 9195

ORIGINAL

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

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

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

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

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

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

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _2:01__P.M.

B. ROLL CALL

	Present	Absent
Mr. Jack Creedon (President)	__X___	_____
Dr. Ruben Garcia (Secretary)	_____	__X___
Dr. Shelly Hess	__X___	_____
Ms. Lori Enroth (Treasurer)	__X___	_____
Ms. Stephanie Green	_____	__X___

C. FLAG SALUTE

- Namiya led (student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: December 7, 2023 at 2:00 PM
During its Regularly Scheduled Board Meeting

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

SUBJECT: Local Control Accountability Plan

Opening of Public Hearing: 2:03_PM

- The previous LCAP is the one that is currently posted until the new one is approved.

Closing of Public Hearing: _2:04_PM

II. COMMUNICATIONS

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

- Nicole Piper shared they are working under an expired contract currently. They have had mediation sessions and hope to reach an agreement soon. Media has taken notice. www.cveu.me is the union website.
- Lauren Wiegand shared a letter from a parent regarding class schedule.
- Amber Blodgett shared concerns regarding contract negotiations, salary, and workload.
- Thea Tiffany Seifert shared concerns regarding salary

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board meeting.
- Enrollment currently at 3706; 1181 in HS, 979 in MS, 741 in 3rd-5th, and 805 in TK-2

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.

D. Approval of Previous Board Meeting Minutes
Moved: Shelly
2nd: Lori

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

FY 2022-23 Audit Certification
- Melanie from GHJ shared summary.

APPROVED
BDRPT 01

LCAP Budget Update
- Revision to the estimated actuals drove this update.

APPROVED
BDRPT 02

FY 2023-24 First Interim Budget Update
- No questions asked.

APPROVED
BDRPT 03

Ratification of Disbursements
- No questions asked.

APPROVED
BDRPT 04

ASB Fundraising Policies and Procedures
- No questions asked.

APPROVED
BDRPT 05

B. PERSONNEL

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

APPROVED
BDRPT 06

C. INSTRUCTION AND CURRICULUM

APPROVED

Comprehensive School Safety Plan Updates
- No questions asked.

BDRPT 07

APPROVED

2024-2025 School Calendar
- No questions asked.

BDRPT 08

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _2:33_ P.M.

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT # 01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 7, 2023

SUBJECT: Fiscal Year 2022-23 Audit Certification

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at San Diego approve the attached audit certification.

BACKGROUND:

Each board member was provided a copy of the fiscal year 2022-23 annual audit conducted by Green Hasson and Janks LLP for their review. The result of the audit was fair, and the independent auditors have issued their unmodified opinion on the school's financial statements. The financial statements present fairly, in all material aspects, the financial position of the Organization as of June 30, 2023.

There are no significant deficiencies or material weaknesses. The attached certification verifies for the public record that the Board has received the audit report.

BUDGET IMPLICATIONS:

There are no budget implications.

RECOMMENDATIONS:

It is recommended that the Governing Board approve the certification as presented.

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: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X				X	
Ruben Garcia				X		
Shelly Hess	X					
Lori Enroth	X					X
Stephanie Green				X		

SCHOOL NAME: California Virtual Academy at San Diego

In accordance with Education Code section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before December 15 and

THEREBY, as written verification of said review, the Governing Board reviewed and accepted on December 7, 2023, the Annual Financial Report as of June 30, 2023.

(Signature) Head of School

12/7/23
Date

PRELIMINARY DRAFT
November 27, 2023
TO BE RETURNED TO GREEN HASSON & JANKS LLP AND NOT TO BE REPRODUCED IN ANY FORM WITHOUT PERMISSION

To the Board of Directors
California Virtual Academy @ San Diego

We have audited the financial statements of California Virtual Academy @ San Diego (the School) as of and for the year ended June 30, 2023, and have issued our report thereon dated December 7, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit
As communicated in our engagement letter dated March 22, 2023, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit
We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence
The engagement team, others in our firm, as appropriate, our firm, and our network firms have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified
We have identified the following significant risks:

- Risk of improper revenue recognition through overstatement of amounts earned, improper cutoff, or inaccurate amounts billed. This is a presumed significant risk under U.S. generally accepted auditing standards (U.S. GAAS).
- Risk of management override of controls, which is a presumed significant risk under U.S. GAAS.
- Risk of improper recognition of related party transactions.
- Risk of non-adherence of the state compliance audit guidelines.

Qualitative Aspects of the School's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the School is included in Note 2 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during June 30, 2023. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

- Recognition of revenue
- Collectability of recorded amounts of receivables
- Potential disallowance of costs under government contracts and grants
- Functional allocation of expenses

We evaluated the key factors and assumptions used to develop these estimates and determined that it is reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the School's financial statements relate to related party transactions.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards also require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. The attached schedule, **Proposed Adjusting Journal Entries,** summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. No such misstatements were identified.

Disagreements with Management
For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management
We have requested certain written representations from management, which are included in the attached letter dated December 7, 2023.

Management's Consultations with Other Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues
In the normal course of our professional association with the School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the School, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the School's auditors.

This report is intended solely for the information and use of the Boards of Directors and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

GREEN HASSON & JANKS LLP

December 7, 2023
Los Angeles, California

PRELIMINARY DRAFT
November 27, 2023

Client: ***California Virtual Academy @ San Diego***
Period Ending: ***June 30, 2023***
Workpaper: ***Proposed Adjusted Journal Entries***

Account	Description	Debit	Credit
Proposed JE # 1001			
To reclass overcollected accounts receivable for prior year revenues.			
11850	Program Receivables	53,626.00	
31003	Retained Earnings		53,626.00
Total		**53,626.00**	**53,626.00**
Proposed JE # 1002			
To move deferred revenue to revenue related to Ethnic Studies.			
23001	Deferred Revenue	27,470.00	
47001-830	Ethnic Studies		27,470.00
Total		**27,470.00**	**27,470.00**

PRELIMINARY DRAFT
November 27, 2023
TO BE RETURNED TO GREEN HASSON & JANKS LLP AND NOT TO BE REPRODUCED IN ANY FORM WITHOUT PERMISSION

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

FINANCIAL REPORTS

YEAR ENDED JUNE 30, 2023

PRELIMINARY DRAFT
November 27, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

FINANCIAL REPORTS

YEAR ENDED JUNE 30, 2023

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SECTION A

Financial Statements

PRELIMINARY DRAFT
November 27, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

PRELIMINARY DRAFT
November 27, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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PRELIMINARY DRAFT
November 27, 2023

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
California Virtual Academy @ San Diego

Opinion

We have audited the financial statements of California Virtual Academy @ San Diego (A Non-Profit Organization) (the School), which comprise the statement of financial position as of June 30, 2023, the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters - Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of charter school organization structure, average daily attendance, instructional time, and reconciliation of annual financial and budget report with audited financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by the audit requirements of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (*Uniform Guidance*), is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS and *Government Auditing Standards*. In our opinion, the supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

GREEN HASSON & JANKS LLP

December 7, 2023
Los Angeles, California

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

PRELIMINARY DRAFT
November 27, 2023

STATEMENT OF FINANCIAL POSITION
June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
ASSETS			
Cash	$ 11,050,157	$ -	$ 11,050,157
Due from Federal, State and Local Governments	1,172,496	-	1,172,496
Due from K12 California LLC	1,582,884	-	1,582,884
Prepaid Expenses and Other Assets	134,355	-	134,355
Property and Equipment (Net)	301,555	-	301,555
TOTAL ASSETS	$ 14,241,447	$ -	$ 14,241,447
LIABILITIES AND NET ASSETS			
LIABILITIES:			
Accounts Payable and Accrued Expenses	$ 2,252,164	$ -	$ 2,252,164
Deferred Revenue	7,887,946	-	7,887,946
Due to Federal, State and Local Governments	1,174,500	-	1,174,500
TOTAL LIABILITIES	11,314,610	-	11,314,610
COMMITMENTS AND CONTINGENCIES			
NET ASSETS:			
Without Donor Restrictions	2,926,837	-	2,926,837
TOTAL NET ASSETS	2,926,837	-	2,926,837
TOTAL LIABILITIES AND NET ASSETS	$ 14,241,447	$ -	$ 14,241,447

The Accompanying Notes are an Integral Part of These Financial Statements

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

PRELIMINARY DRAFT
November 27, 2023

STATEMENT OF ACTIVITIES
Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT:			
Revenues from Governmental Agencies:			
State	$ 42,561,430	$ -	$ 42,561,430
Federal	2,143,571	-	2,143,571
Other Local Revenues	49,195	-	49,195
Release from Purpose Restriction	122,967	(122,967)	-
TOTAL REVENUE AND SUPPORT	44,877,163	(122,967)	44,754,196
EXPENSES:			
Program Services	35,968,950	-	35,968,950
Administrative Support Services	6,993,808	-	6,993,808
TOTAL EXPENSES	42,962,758	-	42,962,758
CHANGE IN NET ASSETS	1,914,405	(122,967)	1,791,438
Net Assets - Beginning of Year	1,012,432	122,967	1,135,399
NET ASSETS - END OF YEAR	$ 2,926,837	$ -	$ 2,926,837

The Accompanying Notes are an Integral Part of These Financial Statements

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

PRELIMINARY DRAFT
November 27, 2023

STATEMENT OF FUNCTIONAL EXPENSES
Year Ended June 30, 2023

	General Program Services	Supplemental Program Services	Special Education & Mental Health Program Services	Title I & Title II Program Services	Total Program Services	Administrative Support Services	Total
Communication	$ -	$ 413	$ 8,349	$ 17	$ 8,779	$ 90,754	$ 99,533
Depreciation	83,178	-	-	-	83,178	-	83,178
Instructional Materials and Technology	12,386,341	587,410	25,592	33,174	13,032,517	-	13,032,517
Insurance	55,550	-	-	-	55,550	2,924	58,474
Leased Equipment	2,038,065	-	-	-	2,038,065	38,456	2,076,521
Office Expense	48,600	7,975	5,346	1,004	62,925	161,597	224,522
Oversight Fees to District	-	-	-	-	-	397,294	397,294
Personnel - Certificated	11,940,362	1,724,309	4,999,580	624,836	19,289,087	-	19,289,087
Personnel - Classified Instructional Support	65,055	90,446	160,464	518,769	834,734	387,292	1,222,026
Professional Fees	-	-	494,796	-	494,796	68,470	563,266
Support Services Fees	-	-	-	-	-	5,809,898	5,809,898
Travel and Conference	-	4,307	5,923	59,089	69,319	37,123	106,442
TOTAL FUNCTIONAL EXPENSES	$ 26,617,151	$ 2,414,860	$ 5,700,050	$ 1,236,889	$ 35,968,950	$ 6,993,808	$ 42,962,758

The Accompanying Notes are an Integral Part of These Financial Statements

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

STATEMENT OF CASH FLOWS
Year Ended June 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES:	
Change in Net Assets	$ 1,791,438
Adjustments to Reconcile Change in Net Assets to Net Cash Provided By Operating Activities:	
Depreciation	83,178
(Increase) Decrease in:	
Due from Federal, State and Local Governments	6,270,647
Due from K12 California LLC	(6,764,731)
Prepaid Expenses and Other Assets	(52,433)
Increase in:	
Accounts Payable and Accrued Expenses	175,577
Due to Federal, State and Local Governments	311,097
Deferred Revenue	6,670,441
NET CASH PROVIDED BY OPERATING ACTIVITIES	8,485,214
CASH FLOWS USED IN INVESTING ACTIVITY:	
Purchase of Property and Equipment	(170,620)
NET INCREASE IN CASH	8,314,594
Cash - Beginning of Year	2,735,563
CASH - END OF YEAR	$ 11,050,157

The Accompanying Notes are an Integral Part of These Financial Statements

NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 1 - ORGANIZATION

California Virtual Academy @ San Diego (the School) is a non-profit public benefit corporation, which is part of California Virtual Academies (CAVA). The School was founded in 2002. The School is a virtual public charter school that offers non-classroom based classes to students. CAVA programs blend innovative new instructional technology with a traditional curriculum for students all across California. The School has chosen K12 California LLC (K12) as its sole curriculum provider. K12 provides support services as well as technology services to the School. The School is funded principally through the State of California public education monies received through the California Department of Education and its chartering district, the Spencer Valley School District (the District) in San Diego County. The School received majority of its funding from a uniform base grant through the Local Control Funding Formula (LCFF).

In addition to this base grant, the School receives Supplemental grants through LCFF, which is based on the number of targeted pupils that are classified as English learners, socio-economically disadvantaged pupils, and foster youth (unduplicated pupils). The School uses Supplemental grants to help improve or increase services principally directed towards, and effective in meeting, the School's goals for unduplicated pupils.

The School receives other state and federal funds to provide additional programs and services to students based on certain demographics.

- Special Education funds to help ensure a free appropriate public education for eligible students with disabilities, as well as special education and related services for those students.
- Mental Health funds to deliver educational related mental health services to students with individualized education programs (IEPs), including out-of-home residential services students with development disorders and emotional and behavioral challenges.
- Title I, Part A funds to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Title II, Part A funds to increase the academic achievement of all students by improving teacher and principal quality through professional development and other activities, as well as providing socio-economically disadvantaged students greater access to effective teachers, principals, and other school leaders.
- Comprehensive Support and Improvement funds to assist eligible schools improve either a) low high school graduation rates, or b) one or more of the following state dashboard indicators - 1) Academic, 2) Graduation Rate, 3) Suspension Rate, 4) Chronic Absenteeism, or 5) College/Career Readiness.

NOTE 1 - ORGANIZATION (continued)

- The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) Elementary and Secondary School Emergency Relief (ESSER I) funds to address the impact of Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have by coordinating with public health, addressing unique needs of socio-economically disadvantaged students, children with disabilities, English learners, foster youth, and other vulnerable student populations, purchasing educational technology, planning for long-term closures, training and supplying for sanitation, supporting mental health, offering summer school and after school programs, and continuing school operations and employment of existing staff.
- Coronavirus Response and Relief Supplemental Appropriations Act, 2022 (CRRSA Act) Elementary and Secondary School Emergency Relief (ESSER II) funds to be used for the same set of services covered under ESSER I and add activities such as addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings.
- The American Rescue Plan Act of 2022 (ARP Act) Elementary and Secondary School Emergency Relief (ESSER III) funds to be used for the same set of services covered under ESSER I and II and add activities such as developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the Center for Disease Control for the reopening and operation of school facilities to maintain the health and safety of students, educators, and other staff.

The District has granted the charter to the School through June 30, 2025, subject to amendment and renewal. The School's principal office is located in Simi Valley, California.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) BASIS OF PRESENTATION

The accompanying financial statements have been prepared on the accrual basis of accounting.

(b) NET ASSETS

Net assets, revenues, gains, and losses are presented based on the existence or absence of donor-imposed restrictions. Accordingly, all net assets and changes therein are classified and reported as follows:

- **Net Assets Without Donor Restrictions:** Net assets available for use in general operations and not subject to donor-imposed restrictions.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(b) NET ASSETS (continued)

- **Net Assets With Donor Restrictions:** Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The School released $122,967 of net assets with donor restrictions related to LCFF-Supplemental & Concentration Funding, and had no net assets with donor restrictions remaining as of June 30, 2023.

(c) CASH

The School maintains its cash in bank checking accounts and other highly liquid investments which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk.

As of June 30, 2023, the District holds $5,914,759 of the School's cash in a bank checking account. The School has rights to such cash balances and may request to draw down on the balances at any time.

(d) MANAGEMENT'S USE OF ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts and disclosures. Accordingly, actual results could differ from these estimates.

(e) DUE FROM (TO) FEDERAL, STATE AND LOCAL GOVERNMENTS

Due from (to) federal, state and local governments are recorded based on amounts to be primarily awarded from the California Department of Education which are, in turn, based on the average daily attendance (ADA) of students. The amounts to be awarded are subject to change based on the availability of funds from the State of California. As a result, differences may occur when accruals are estimated because the exact amounts are not available at the time of the accrual. Any changes are recorded in the period that they are estimable.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(e) DUE FROM (TO) FEDERAL, STATE AND LOCAL GOVERNMENTS (continued)

The carrying value of due from federal, state and local governments, net of the allowance for doubtful accounts, represents their estimated net realizable value. The allowance for doubtful accounts is estimated based on historical collection trends, the age of outstanding amounts due from federal, state and local governments and existing economic conditions. If events or changes in circumstances indicate that specific due from federal, state and local government balances may be impaired, further consideration is given to the collectability of those balances and the allowance is adjusted accordingly. Past due balances are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2023, the School has not established any allowance for doubtful accounts.

Due to federal, state and local governments represent amounts to be returned to the funding agency.

(f) PROPERTY AND EQUIPMENT

Property and equipment are recorded at cost if purchased or at fair value at the date of donation, if donated. Maintenance and repair costs are charged to expense as incurred. Property and equipment are capitalized if the cost of an asset is greater than or equal to $1,000 and the useful life is greater than one year.

Depreciation is provided using the straight-line method over the estimated useful lives of the assets as follows:

Office Equipment	5 Years

(g) INCOME TAXES

The School is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701(d). There is no unrelated taxable income and, accordingly, no provision for income taxes has been recorded.

In accordance with the Financial Accounting Standards Board's Accounting Standards Codification Topic No. 740, *Uncertainty in Income Taxes*, the School recognizes the impact of tax positions in the financial statements if that position is more likely than not to be sustained on audit, based on the technical merits of the position. During the year ended June 30, 2023, the School performed an evaluation of uncertain tax positions and did not note any matters that would require recognition in the financial statements or which might have an effect on its tax-exempt status.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(h) REVENUE RECOGNITION

The School recognizes revenue when cash, other assets or an unconditional promise to give are received. The School reports unconditional promises as restricted support if they are received with donor stipulations that limit the use of the donated assets. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return, are not recognized until the conditions on which they depend have been met.

Revenue from government contracts and grants may be conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Such grants are generally considered nonreciprocal transactions restricted by the awarding agencies for certain purposes.

Amounts received are recognized as revenue when the School has satisfied the specific performance requirements, if any, or incurred expenditures in compliance with specific contract or grant provisions, if applicable. The School has elected to adopt a policy whereby donor-restricted grants, whose restrictions are met in the same reporting period, are recognized as revenue without donor restrictions. Amounts received prior to incurring qualifying expenditures or fulfilling the specific performance obligations are reported as deferred revenue in the statement of financial position.

(i) FUNCTIONAL ALLOCATION OF EXPENSES

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited by a method that best measures the relative degree of benefit.

(j) NEW ACCOUNTING PRONOUNCEMENTS

In June 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update No. 2016-13 (ASU 2016-13), Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments, which replaces the incurred loss impairment methodology previously used for certain financial instruments with a methodology that reflects expected credit losses and requires consideration of a broader range of reasonable and supportable information to inform credit loss estimates in their measurement. The guidance has subsequently been amended through a series of targeted ASUs. For the School, the ASU and the subsequent amendments will be effective for the year ending June 30, 2024, and is expected to be adopted using the modified-retrospective approach.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(j) SUBSEQUENT EVENTS

The School evaluated events and transactions occurring subsequent to the statement of financial position date of June 30, 2023, for items that should potentially be recognized or disclosed in these financial statements. The evaluation was conducted through December 7, 2023, the date these financial statements were available to be issued. No such material events or transactions were noted to have occurred.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2023 consist of the following:

Office Equipment	$ 1,301,963
Less: Accumulated Depreciation	(1,000,408)
PROPERTY AND EQUIPMENT (NET)	$ 301,555

Depreciation expense for the year ended June 30, 2023 was $83,178.

NOTE 4 - COMMITMENTS AND CONTINGENCIES

(a) CONTRACTS

The School's grants and contracts are subject to inspection and audit by the appropriate governmental funding agency. The purpose is to determine whether program funds were used in accordance with their respective guidelines and regulations. The potential exists for disallowance of previously funded program costs.

(b) LEGAL PROCEEDINGS

In the ordinary course of conducting its business, the School becomes involved in various claims or proceedings. Some of these proceedings may result in judgments being assessed against the School which, from time to time, may have an impact on changes in net assets. The School does not believe that these proceedings, individually or in the aggregate, are material to the accompanying financial statements.

NOTE 5 - EMPLOYEE BENEFIT PLAN

Multiple-employer Defined Benefit Pension Plan

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. The risks of participating in this multiple-employer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiple-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiple-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiple-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

Certificated employees are members of the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by the STRS. The School contributes to the STRS and the plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statues, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022, total STRS plan net assets were $300 billion, the total actuarial present value of accumulated plan benefits was $434 billion, contributions from all employers totaled $6.5 billion, and the plan was 74% funded. The School did not contribute more than 5% of the total contributions to the plan. Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

The School reports all applicable information to STRS through the District. Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The School is required to contribute 19.10% of annual payroll for active plan members for STRS during the year ended June 30, 2023.

The School's contributions to STRS for each of the last three years were as follows:

Year Ending June 30	STRS Required Contribution	STRS Percent Contributed
2021	$ 1,624,124	100%
2022	1,731,659	100%
2023	2,301,122	100%

NOTE 6 - RELATED PARTY TRANSACTIONS

(a) The District charges an amount equal to actual costs of supervisorial oversight by the District not to exceed 1% of the School's LCFF revenues, unless the School is able to obtain substantially rent-free facilities from the District, in which case the District can increase charges up to 3% of the School's revenues. During the year ended June 30, 2023, the District did not provide rent-free facilities to the School, and therefore charged the School 1% for supervisory oversight, administrative and other services, in accordance with the amended memorandum of understanding agreement (MOU) between the School and the District. The total expense incurred for such supervisory oversight, administrative and other services for the year ended June 30, 2023 was $397,294.

(b) The School engages in transactions with the other public charter schools including CAVA, Insight and iQ schools. Common expenses such as offices expenses and utilities are shared among the CAVA, Insight and iQ schools. The School also shares in teacher expenses for teachers who perform services among multiple schools among the CAVA, Insight and iQ Schools. All inter-school receivables and liabilities have been assumed by K12. The net receivable as of June 30, 2023 included in Due from K12 California LLC totaled $2,826,727.

(c) K12 charges the School 13% of all revenues received from charter school state funding for support services and 7% for technology services. The total expense incurred for these transactions for the year ended June 30, 2023 totaled $8,938,305. K12 also provides curriculum and instructional materials to the School. These transactions amounted to $9,120,125 for the year ended June 30, 2023.

In addition, K12 charges monthly fees for office expenses and the lease of instructional computers for students. These instructional computer lease expenses are under a month-to-month arrangements and totaled $2,054,982 for the year ended June 30, 2023.

Total fees for office and lease expenses for the year ended June 30, 2023 were $2,156,880.

NOTE 6 - RELATED PARTY TRANSACTIONS (continued)

(c) (continued)

Under the service agreement between K12 and the School, K12 has committed to provide credits (K12 invoice credits) to be applied to K12 invoices up to the amount necessary to assure the School does not end a fiscal year with a deficit. K12 and the School have established a fee structure that does not bind the parties together beyond an ordinary customer-vendor relationship by agreeing that all K12 invoice credits accumulated through 2016 per the Settlement Agreement and Final Judgement with the State of California, acting through the California Department of Justice, be expunged at the end of every year, and that no K12 invoice credits shall be permanently carried over between fiscal years. In the event the School receives, in a subsequent fiscal year, revenue attributable to a fiscal year in which K12 has already forgiven K12 invoice credits, such subsequently received funds may be used to compensate K12 for fees incurred under this agreement in such earlier fiscal year. The service agreement also covers various definitions, levels of authority, approvals, and various fiscal responsibilities between K12 and the School. The term of the service agreement between the two parties expires on June 30, 2029.

There were no K12 Invoice credits provided by K12 during the fiscal year ended June 30, 2023. Total charges from K12 relating to the above noted expenses amounted to $20,215,310 during the fiscal year ended June 30, 2023.

There was $1,582,884 due from K12 at June 30, 2023.

NOTE 7 - EMPLOYEE UNION CONTRACT

Effective July 1, 2017, the School, along with all other schools within the CAVA network, entered into a collective bargaining agreement with California Virtual Educators United (CVEU) to allow all eligible certificated employees of CAVA schools to participate in CVEU's Union, which provides for specified benefits including (but not limited to) specific pay rates and benefits. All Union dues are deducted by the School from participating employees' payroll and remitted to CVEU, subject to the payment terms specified in the collective bargaining agreement. All certificated employees are allocated to each CAVA school based on their proportion of student headcount relative to all CAVA schools. Since headcount totals, and the resulting certificated employees' payroll and benefits allocations can vary each month, the percentage of the School's labor force covered by the collective bargaining agreement is presented in an aggregate level for all schools within the CAVA network. Approximately 54% of the CAVA network's labor force is covered by the collective bargaining agreement, which expires on June 30, 2023. The School is in the process of negotiating the terms of the extension of the collective bargaining agreement.

NOTE 8 - LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

The total financial assets held by the School at June 30, 2023 and the amounts of those financial assets that could be made available for general expenditures within one year of the date of the statement of financial position are summarized in the following table:

Financial Assets at June 30, 2023	
Cash	$ 11,050,157
Due from Federal, State and Local Governments	1,172,496
Due from K12 California LLC	1,582,884
FINANCIAL ASSETS AVAILABLE TO MEET GENERAL EXPENDITURES WITHIN ONE YEAR	$ 13,805,537

The School regularly monitors liquidity required to meet its operating needs and other contractual commitments while also striving to maximize the investment of its available funds. As part of the School's liquidity management, the School structures its financial assets to be available and liquid as its general expenditures, liabilities and other obligations become due. Additionally as noted in Note 6(c), under the service agreement between K12 and the School, K12 has committed to provide K12 invoice credits to be applied to K12 invoices up to the amount necessary to assure the School does not end a fiscal year with a deficit.

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

CHARTER SCHOOL ORGANIZATION STRUCTURE
Year Ended June 30, 2023

a. Date and Granting Authority of Charter School: July 1, 2002; Spencer Valley School District

b. Members of the Governing Board:

Name	Title	Board Term	Term Expiration
Shelly Hess	Educator	2 Years	02/17/2025
Jack Creedon	Parent - President	2 Years	02/17/2025
Ruben Garcia	Secretary	2 Years	02/17/2025
Lori Enroth	Parent-Treasurer	2 Years	03/10/2024
Stephanie Green	Member	2 Years	09/14/2024

c. Superintendent (District): Kelly Baas
Asst. Superintendent (District): Kathleen McKenzie, Chief Business Official
Administrator: April Warren, Head of School
Chief Business Official: Francis Burke, Chief Business Official

d. Charter School Name: California Virtual Academy at San Diego
Charter School Number: 0493

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO PRELIMINARY DRAFT
(A Non-Profit Organization) November 27, 2023

SCHEDULE OF AVERAGE DAILY ATTENDANCE
(NON-CLASSROOM BASED)
Year Ended June 30, 2023

	Second Period Report	Annual Report
TK/K and Grades 1 through 3	958.14	961.06
Grades 4 through 6	714.85	725.16
Grades 7 through 8	531.30	544.35
Grades 9 through 12	1,047.89	1,060.73
TOTAL	3,252.18	3,291.30

There was no ADA generated through classroom-based instruction as the charter school is non-classroom based.

See Independent Auditor's Report

SCHEDULE OF INSTRUCTIONAL TIME
(NON-CLASSROOM BASED)
Year Ended June 30, 2023

Not Applicable. The charter school is non-classroom based.

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO PRELIMINARY DRAFT
(A Non-Profit Organization) November 27, 2023

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS
Year Ended June 30, 2023

June 30, 2023 Annual Financial and Budget Report Fund Balances (Net Assets)		$ 2,965,105
Adjustments and Reclassifications:		
Increasing (Decreasing) the Fund Balance (Net Assets)		
Cash	$ 5,552,207	
Due from Federal, State and Local Governments	(7,516,238)	
Prepaid Expenses and Other Assets	4,385	
Deferred Outflow of Resources	(2,965,105)	
Accounts Payable and Accrued Expenses	6,281,248	
Deferred Revenue	(2,789,837)	
Due to Federal, State and Local Government	(187,812)	
Due to K12 California LLC	1,582,884	
Net Adjustments and Reclassifications		(38,268)
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)		$ 2,926,837

See Independent Auditor's Report

PRELIMINARY DRAFT
November 27, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2023

FEDERAL AWARDS Agency - Program Grant Title	Contract Number	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Revenues	Program Expenditures from Federal Revenues
MAJOR AWARDS					
U.S. Department of Education					
Passed through the State of California,					
Department of Education:					
Individuals with Disabilities Education Act (IDEA) -					
Part B, Section 611, Special Education Cluster (IDEA)	H027A220116	84.027A	13379 / 15197	$ 695,488	$ 695,488
TOTAL MAJOR AWARDS				695,488	695,488
NON-MAJOR AWARDS					
U.S. Department of Education					
Passed through the State of California,					
Department of Education:					
Education Stabilization Fund:					
Emergency Relief (ESSER I) Fund					
COVID-19 - Elementary and Secondary School	S425D200016	84.425	15536	2,699	2,699
Emergency Relief (ESSER II) Fund					
COVID-19 - American Rescue Plan Elementary and Secondary	S425D210016	84.425D	15547	42,488	42,488
School Emergency Relief (ARP ESSER)					
COVID-19 - American Rescue Plan Elementary and Secondary School	S425U210016	84.425U	15559	42,922	42,922
Emergency Relief - Homeless Children and Youth (ARP-HCY)	S425W210005 – 21A	84.425W	15566	398	398
Total Education Stabilization Funds				88,507	88,507
U.S. Department of Education					
Passed through the State of California,					
Department of Education:					
Title I, Part A - Improving the Academic					
Achievement of the Disadvantaged	S010A210005	84.010	14329	1,132,903	1,132,903
U.S. Department of Education					
Passed through the State of California,					
Department of Education:					
Title I, Part A - Comprehensive Support and Improvement	S010A190005	84.010A	15439	27,787	27,787
Total Title I, Part A Funds				1,160,690	1,160,690
U.S. Department of Education					
Passed through the State of California,					
Department of Education:					
Title II - Supporting Effective Instruction State Grants	S367A220005	84.367A	14341	198,886	198,886
TOTAL NON-MAJOR AWARDS				1,448,083	1,448,083
TOTAL FEDERAL AWARDS				$ 2,143,571	$ 2,143,571

See Independent Auditor's Report

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO
(A Non-Profit Organization)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2023

PRELIMINARY DRAFT
November 27, 2023

Notes to the Schedule of Expenditures of Federal and Nonfederal Awards for the Year Ended June 30, 2023

1. Basis of Presentation - The accompanying schedule of expenditures of federal awards (Schedule) includes the federal award activity of the School under programs of the Federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies - Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

3. The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

4. The School has not provided any federal awards to subrecipients from the federal expenditures presented in this Schedule.

PRELIMINARY DRAFT
November 27, 2023

SECTION B

Independent Auditor's Report on State Compliance

PRELIMINARY DRAFT
November 27, 2023

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

To the Board of Directors
California Virtual Academy @ San Diego

Report on Compliance

Opinion

We have audited California Virtual Academy @ San Diego's (the School) compliance with the requirements specified in *the 2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the School's state program requirements identified below for the year ended June 30, 2023.

In our opinion, the School complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Auditor's Responsibilities for the Audit Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect a material misstatement when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances;
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the School's compliance with the state laws and regulations applicable to the items below.

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
T. California Clean Energy Jobs Act	Not Applicable
U. After/Before School Education and Safety Program	Not Applicable
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study-Course Based	Not Applicable
Z. Immunizations	Not Applicable
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunities Grant	Not Applicable
CZ. Career Technical Education Incentive Grant	Not Applicable
EZ. Transitional Kindergarten	Not Applicable
Charter Schools:	
AA. Attendance	Yes
BB. Mode of Instruction	Not Applicable
CC. Nonclassroom-Based Instruction/Independent Study	Yes
DD. Determination of Funding for Nonclassroom-Based Instruction	Yes
EE. Annual Instructional Minutes - Classroom Based	Not Applicable
FF. Charter School Facility Grant Program	Not Applicable

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on state compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

GREEN HASSON & JANKS LLP

December 7, 2023
Los Angeles, California

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

(A Non-Profit Organization)

SCHEDULES OF FINDINGS AND QUESTIONED COSTS
June 30, 2023

SECTION I - SCHEDULE OF AUDITOR'S FINDINGS

There are no current year audit findings.

SECTION II - SCHEDULE OF PRIOR AUDIT FINDINGS

There are no prior year audit findings.

PRELIMINARY DRAFT
November 27, 2023

SECTION C

REPORTS REQUIRED BY
TITLE 2 U.S. CODE OF FEDERAL REGULATIONS
(CFR) PART 200, UNIFORM ADMINISTRATIVE
REQUIREMENTS, COST PRINCIPLES, AND AUDIT
REQUIREMENTS FOR FEDERAL AWARDS
(UNIFORM GUIDANCE)

PRELIMINARY DRAFT
November 27, 2023
TO BE RETURNED TO GREEN HASSON & JANKS LLP AND NOT TO BE REPRODUCED IN ANY FORM WITHOUT PERMISSION

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

REPORTS REQUIRED BY
TITLE 2 U.S. CODE OF FEDERAL REGULATIONS
(CFR) PART 200, UNIFORM ADMINISTRATIVE
REQUIREMENTS, COST PRINCIPLES, AND AUDIT
REQUIREMENTS FOR FEDERAL AWARDS
(UNIFORM GUIDANCE)

YEAR ENDED JUNE 30, 2023

PRELIMINARY DRAFT
November 27, 2023

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

REPORTS REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)

YEAR ENDED JUNE 30, 2023

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Schedule of Findings and Questioned Costs 6

Financial Statements ..... Appendix

PRELIMINARY DRAFT
November 27, 2023

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
California Virtual Academy @ San Diego

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of California Virtual Academy @ San Diego (A Non-Profit Organization) (the School), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated December 7, 2023.

Internal Control over Financial Reporting
In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

GREEN HASSON & JANKS LLP

December 7, 2023
Los Angeles, California

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
California Virtual Academy @ San Diego

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program
We have audited California Virtual Academy @ San Diego's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program
We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States *(Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of *Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance
Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

GREEN HASSON & JANKS LLP

December 7, 2023
Los Angeles, California

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO PRELIMINARY DRAFT
November 27, 2023

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2023

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
• Material weaknesses identified?	_____Yes	___x___No
• Significant deficiencies identified?	_____Yes	___x___None reported
Noncompliance material to financial statements noted?	_____Yes	___x___No

Federal Awards

Internal control over major programs:		
• Material weaknesses identified?	_____Yes	___x___No
• Significant deficiencies identified? Reported	_____Yes	___x___None
Type of auditor's report issued on compliance for major programs:	Unmodified	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____Yes	___x___No

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2023

SECTION I - SUMMARY OF AUDITOR'S RESULTS (continued)

Federal Awards (continued)

Identification of Major Programs:

Assistance Listing Number	Name of Federal Program or Cluster
84.027A	U.S. Department of Education, Pass-through, State of California, Department of Education Individuals with Disabilities Education Act (IDEA) - Part B, Section 611, Special Education Cluster (IDEA)

Dollar threshold used to distinguish between Type A and Type B programs: $750,000

Auditee qualified as low-risk auditee? __x__ Yes _____ No

SECTION II - FINANCIAL STATEMENTS FINDINGS

There were no current year audit findings.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no current year audit findings.

APPENDIX

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: Local Control Accountability Plan Updates

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

BACKGROUND: After reviewing the Local Control Accountability Plan implementation with educational partners, school leadership determined updates were necessary. A summary of updates is attached, as well as the updated plan.

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: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Cassy Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X					X
Ruben Garcia				X		
Shelly Hess	X				X	
Lori Enroth	X					
Stephanie Green				X		

LCFF Supplemental and Concentration Financial Report 2023-2024

Summary of changes from Board Approved LCAP Budget (Approved June 2023)

December 2023 Board Update

	Board Approved LCAP	December LCAP Update	Incr (Decr)
S&C Funding	**San Diego**	**San Diego**	**San Diego**
FY24 S&C Funding	$ 4,830,634	$ 5,151,959	$ 321,325
FY23 Carryover %	0%	0%	0%
FY23 Carryover $$	$ 164,948	$ -	$ (164,948)
Total FY24 S&C Funding	**$ 4,995,582**	**$ 5,151,959**	**$ 156,377**
MPP% (Minimum Proportionality Percentage)	14%	13%	-1%
S&C Expenditures	**San Diego**	**San Diego**	**San Diego**
Training	$ 105,560	$ 118,590	$ 13,030
Assessment	$ 37,198	$ 37,266	$ 68
Academic Adminstrator	$ 50,437	$ 58,968	$ 8,532
EL Support	$ 230,993	$ 205,003	$ (25,990)
Instructional Coaches	$ 306,836	$ 313,682	$ 6,846
Summer School	$ -	$ 37,434	$ 37,434
CTE - Career Prep Academy	$ 202,314	$ 242,798	$ 40,484
Instructional Support	$ 96,592	$ 71,433	$ (25,158)
ELD Services	$ 4,776	$ 6,589	$ 1,813
Engagement	$ 45,526	$ 40,791	$ (4,735)
SEL, Prevention, Postvention	$ -	$ -	$ -
Student ISP	$ 216,763	$ 308,522	$ 91,759
Teachers	$ 281,764	$ 269,890	$ (11,874)
Accountability (incl Student Information System)	$ 84,273	$ 84,357	$ 84
Curriculum Specialists	$ 136,888	$ 117,260	$ (19,628)
New Teacher Training	$ -	$ 68,671	$ 68,671
HS Scheduling	$ 10,651	$ 26,550	$ 15,899
COMPASS	$ 92,301	$ 93,877	$ 1,575
Grad Plan	$ 50,066	$ 47,158	$ (2,907)
Transcript Evaluation Service	$ 554	$ 1,012	$ 458
Guidance Counselor	$ 54,023	$ 54,023	$ -
Math/ELA Intervention	$ 63,386	$ 54,360	$ (9,026)
Total S&C Expenditures	**$ 2,070,903**	**$ 2,258,236**	**$ 187,333**
Total S&C Improve Services	**6%**	**5.8%**	**0.1%**
S&C Improved Services	**SD**	**SD**	**SD**
1) Instructional Support	$ 427,802	$ 418,523	$ (9,279)
2) Attendance Interventions	$ 336,093	$ 327,542	$ (8,552)
3) Instructional Support - Leads	$ 76,318	$ 74,376	$ (1,942)
4) Attendance Interventions - Leads	$ 72,832	$ 70,979	$ (1,853)
5) Teachers	$ 1,615,449	$ 2,021,690	$ 406,241
TOTAL Percentage Spent to Improve Services	**7%**	**7%**	**1%**
S&C Estimated to Incr & Improve Services	**12.65%**	**13.24%**	**0.59%**
FY24 Carryover %	**1.09%**	**0.00%**	**-1.09%**
FY24 Carryover $$	**$ 396,184**	**$ -**	**$ (396,184)**



CALIFORNIA VIRTUAL ACADEMIES™

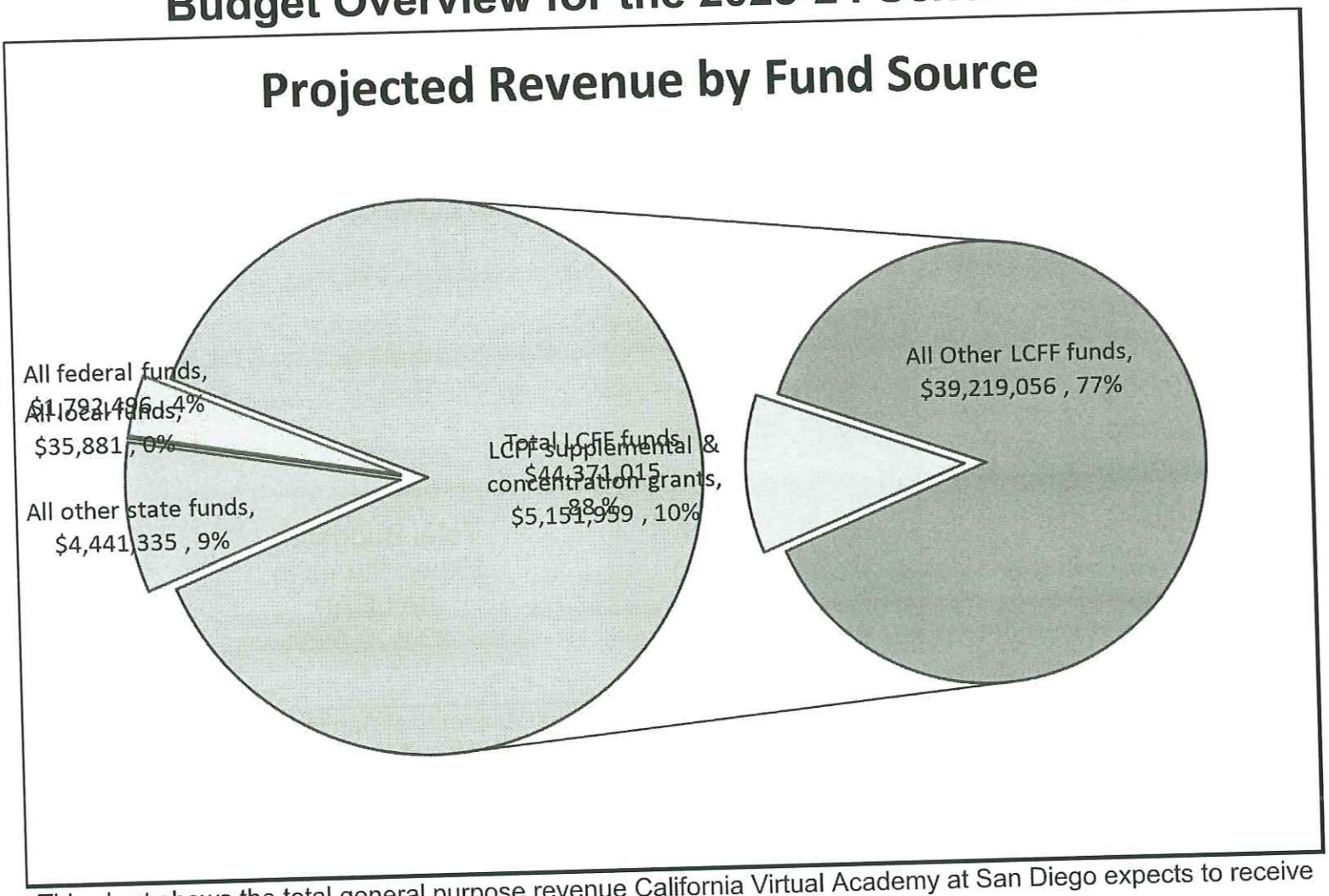
POWERED BY STRIDE K12

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at San Diego
CDS Code: 37684036120893
School Year: 2023-24
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 2023-24 School Year

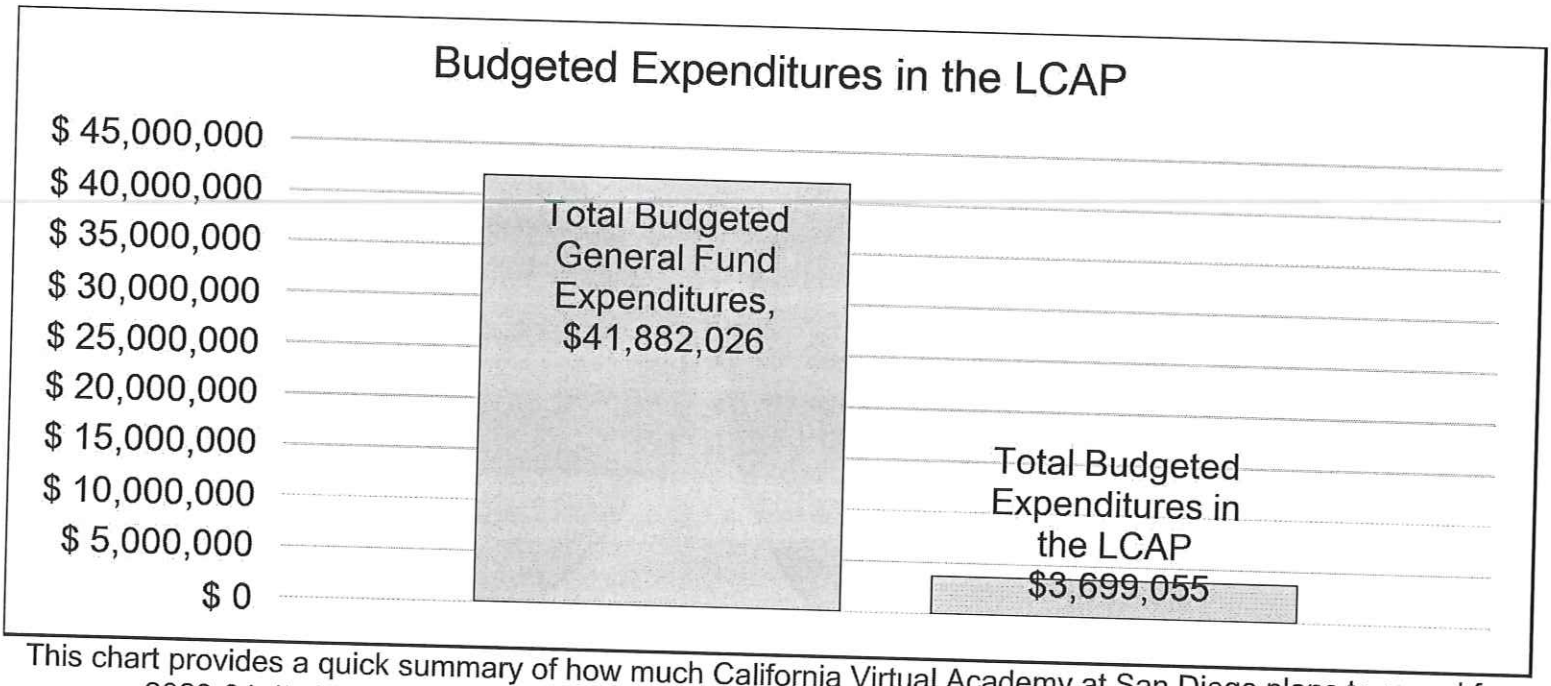


This chart shows the total general purpose revenue California Virtual Academy at San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at San Diego is $50,640,727, of which $44,371,015 is Local Control Funding Formula (LCFF), $4,441,335 is other state funds, $35,881 is local funds, and $1,792,496 is federal funds. Of the $44,371,015 in LCFF Funds, $5,151,959 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 San Diego plans to spend for 2023-24. 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 San Diego plans to spend $41,882,026 for the 2023-24 school year. Of that amount, $3,699,055 is tied to actions/services in the LCAP and $38,182,971 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.

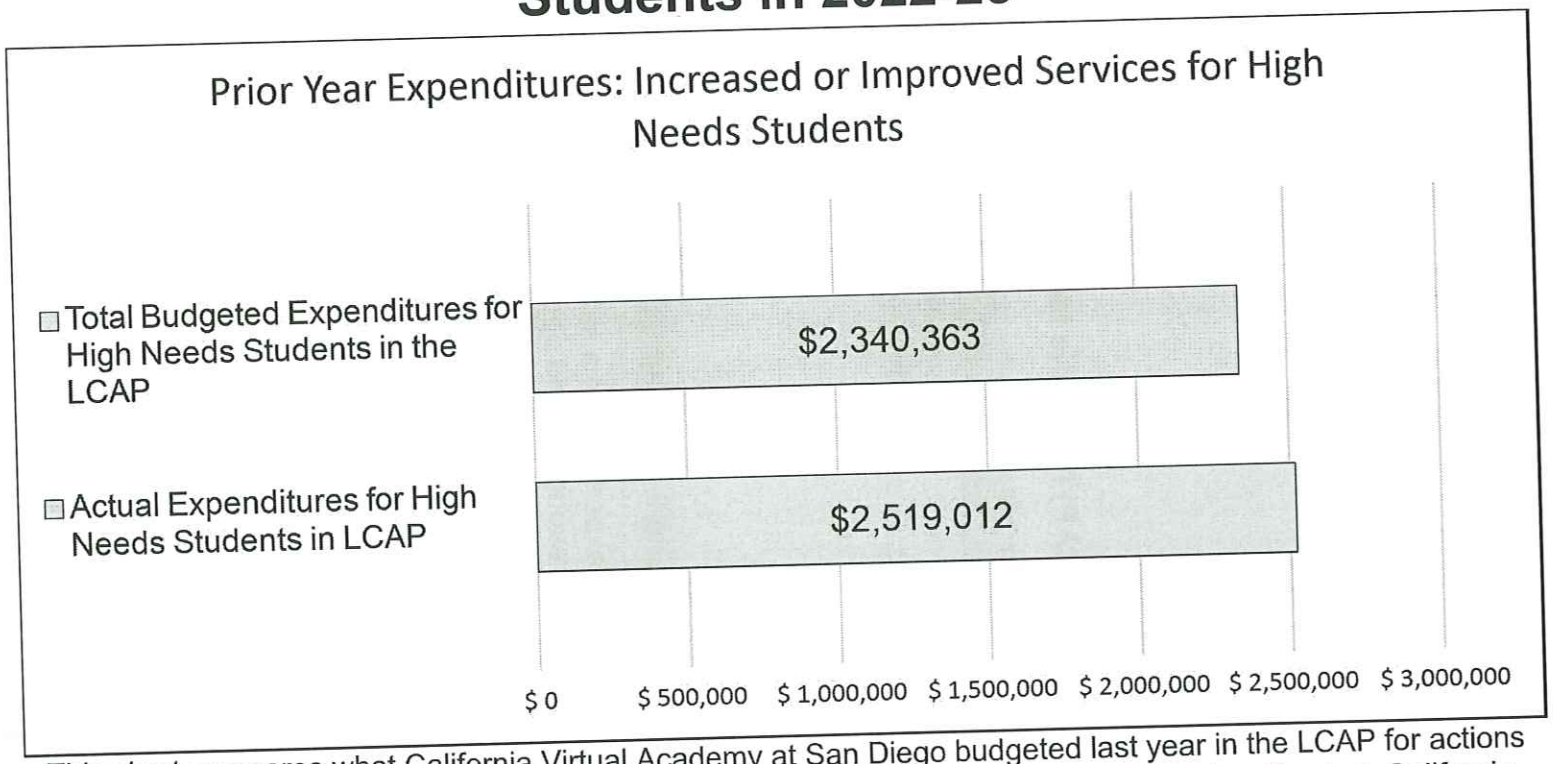
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Virtual Academy at San Diego is projecting it will receive $5,151,959 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at San Diego plans to spend $2,258,236 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 2022-23



This chart compares what California Virtual Academy at San Diego 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 San Diego 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 2022-23, California Virtual Academy at San Diego's LCAP budgeted $2,340,363 for planned actions to increase or improve services for high needs students. California Virtual Academy at San Diego actually spent $2,519,012 for actions to increase or improve services for high needs students in 2022-23.

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

California Virtual Academy at San Diego offers students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

Student Demographics 2021-2022
4.8% Asian (Number of students: 178)
3.4% Other (Number of students: 313)
11.6% African American (Number of students: 433)
28.1% White (Number of students: 1,044)
47.1% Hispanic (Number of students: 1,751)

.2% Foster Youth (Number of students: 9)
.4% Homeless (Number of students 53)
.0% English Learners (Number of students: 296)
2.5% Students with Disabilities (Number of students: 464)

5.3% Socioeconomically Disadvantaged (Number of students: 2,429)

Total - 3,719

Mission Statement
California Virtual Academy at San Diego 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: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 22-23 school year, the school implemented actions aimed at improving graduation rates, academic achievement, and chronic absenteeism rates with success. CAVA decreased chronic absenteeism in all grade levels to 7.7% which was a decrease of 1.9% from the 20-21 school year. Our socioeconomically disadvantaged subgroup decreased by 3.1% from the previous year and our African American population decreased by 10.6%. This success was attributed to our focus on our "wildly important goal" of decreasing the number of students who are chronically absent, by making weekly high impact student centered commitments of support.

The impact of the decreased chronic absenteeism and engagement in school and our focus on ensuring all students have access to high-quality instruction and interventions is reflected in our Math and English Language Arts proficiency on the Smarter Balanced Assessment. 48.7% of students were proficient in ELA which is 1.6% above the state average. Our English Language Learners had an increase in proficiency by 7.6% from 20-21. In Math, the following subgroups were above the state average: English Learners, socioeconomically disadvantaged, students with disabilities, African American, and Hispanic. Additionally, our leaders and teachers participated in professional development to aid us in implementing the practices of a professional learning community. Teaching teams were given time for collaboration and planning of essential standards to be taught, assessed, and interventions were provided as needed based on student data.

The school increased the overall graduation rate by 4.4% to 83.8%. Our English Learners' graduation rate improved by 19.6%. This is attributable to increases in summer school program offerings and enrollment and efforts to identify early and provide support to students failing Math and English. The Compass engagement specialists worked closely with families to help students get back on track with

coursework and linked families with social emotional resources. The Graduation Coach team tracks college and career indicators, follows up with students who have withdrawn or graduated, and ensures the accuracy of data reported to the state regarding graduation metrics.

The school continued to meet all metrics associated with conditions of learning, and as a result, this will become a maintenance goal in future LCAPs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Most notably in our data, English learners, socioeconomic disadvantaged, students with disabilities, African American, Hispanic continue to be below all students in Math and English Language Arts. Overall, there was a decrease in proficiency in ELA and Math from 20-21 to 21-22. There was also a decrease in proficiency in math as measured by STAR 360. Our homeless population has substantially higher rates of chronic absenteeism than our other subgroups. High school pass rates declined in the 21-22 school year as compared to the year prior.

SBAC ELA grades 3-8, 11: 48.7% of All Students Meet or Exceeded Standard
English Learners 20.8%
Student with Disabilities 19.4%
African American 33.5 %
Socioeconomic Disadvantaged 43.7%
Hispanic 43.4%

SBAC Math grades 3-8, 11: 30.9% of All Students Meet or Exceeded Standard
English Learners 15.2%
Student with Disabilities 12%
African American 17.5%
Socioeconomic Disadvantaged 26.4%
Hispanic 25.3%

Graduation Rate: 83.8%
Students with Disabilities 72.7%
African American 78.9%

Absenteeism Rate: 7.7%
English Learners 12%
Hispanic or Latino 9.7%
Socioeconomic Disadvantaged 9.4%

Students with Disabilities 11.3%
Homeless 27.5%

To address these continuing needs, the school will continue to utilize master scheduling and provide instructional coaching (Goal 1.5) to teachers to ensure all students have access to high quality instruction. We will maintain a data-based culture with actionable commitments and continue a focus on being a model professional learning community school (Goal 1.1). In all grades, the school is expanding social emotional support (Goal 2.3) and programs to help students and families meet basic needs so they can access curriculum. Our administrative team will continue to provide targeted instructional feedback to all teachers to support teachers in further developing their instructional strategies to improve student growth outcomes. The elementary and middle school will continue to utilize our intervention programs in Math and ELA (Goal 1.8). In addition to the middle school intervention program, we will implement a math foundations program required for 6th grade students who are identified as needing urgent intervention. This course will provide scaffolding and prerequisite skill instruction in the high priority 6th grade math standards. The high school team has implemented a Foundations program in both math and English Language Arts for all 9th graders identified as struggling in either or both subjects and will expand that to 10th graders for math in the 23/24 school year. The foundation courses will be worth credit and will scaffold and support the learning occurring in both 9th and 10th grade. Remediation and enrichment sessions are also provided to students to ensure high levels of learning and proficiency of essential standards by all as part of our professional learning community model. The high school will continue to provide one-on-one student support and utilize the nationally recognized American School Counselor Association model (Goal 5.3).

The Compass team will continue to provide a strong start through on-boarding for all new students and assistance to all students and families struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach (Goal 4.1 & 4.2). Within Compass, our Prevention and Intervention team provides specialized support and targeted resources to students and families dealing with trauma, mental health issues, and other concerns that impact student attendance and engagement (Goal 2.3).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

With feedback from educational partners, it was decided the following five goals will be continued for the 2023-2024 school year.

Goal 1: Pupil Outcomes (Broad Goal)
Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

Goal 2: Engagement (Maintenance of Progress Goal)
Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation.

Goal 3: Conditions of Learning (Maintenance of Progress Goal)

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

Goal 4: Pupil Engagement (Focus Goal)
Decrease the chronic absenteeism rate to less than 10% in all subgroups by June 2024.

Goal 5: Pupil Engagement (Focus Goal)
Increase the graduation rate for pupils across sub-groups, including duplicated pupils and those with disabilities, by 6% in each significant subgroup and overall by June 2024.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - California Virtual Academy at San Diego isn't identified for Comprehensive Support and Improvement (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.

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, the school receives input on programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and 2) Determine changes or additions needed to meet current goals. The process allows a broad group of educational partners to review progress, provide input, and support the implementation of actions through meaningful feedback.

Feedback was gathered using the following strategies: surveys, committees, parent coffee chats, meetings, focus groups, and student and teacher pulse checks. The school community evaluates feedback through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) input and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges), providing feedback on the effectiveness of programs and resources. Adjustments were made to the LCAP based on this feedback. While the school considers all input regarding school goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources.

The school has engaged Educational Partners during the 2022-2023 school year as follows:

*Educational Partners refers to parents, learning coaches, students, teachers, principals, administrators, and other school personnel.

Fall
* Educational partner meeting to share progress towards meeting the LCAP goals, including end-of-the-year data from the 2021-2022 SY, and to review and update the Comprehensive School Safety Plan (November 2022). Meetings are held in English and Spanish.
* English Learner (EL) parent meeting to discuss the EL program and gather feedback from parents (September 2022). A Spanish translator was present.
* Title I parent meeting to discuss Title program, gather parent feedback, and share Parent and Family Engagement Policy and Home School Compact (September 2022). Meetings were held in English and Spanish.

Winter
* Educational partner meeting to discuss Dashboard results, the annual update to the 2022-2023 LCAP, needs assessment for 2023-2024 LCAP, and an overview of the ELD program (February 2023). Meetings are held in English and Spanish.

Spring
* Educational partner meeting to review and discuss the 2023-2024 LCAP draft (May 2023) Meetings held in English and Spanish.
* SELPA meeting (The SELPA administrator was consulted about support for SWD)
* English Learner Advisory Committee (ELAC) meeting to discuss LCAP goals and actions (October 2022, January 2023, March 2023, May 2023). Meetings held in English and Spanish.

* Climate survey sent to 5, 7, 9, and 11 grade students during the 2021-22 school year to determine student perceptions of school safety and connectedness in a virtual school setting. The survey will be given during the 2023-2024 school year, include second-grade students, and begin being sent annually. Areas surveyed include satisfaction, preparation, routine, school culture and programs, opportunities for parental participation, and Social & Emotional Learning (SEL).
* LCAP Survey was sent to educational partners in February 2023 and May 2023.

Throughout the Year
* Monthly Coffee Chats for parents in English and Spanish to provide opportunities for formal and informal input.
* Monthly Family Teacher Organization (FTO) meetings to strengthen student support by increasing partnership between home and school.
* 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 to collect feedback and identify areas of need.
* Guiding coalition teams collaborate to share instructional practices and increase academic outcomes for our students.
* Accountability meetings (WIGs) held schoolwide to identify barriers and meet schoolwide goals (proficiency, chronic absenteeism graduation rates).
* PLC structure, including meetings, ensure staff is engaged in professional dialogue around achievement and support.
* Schoolwide messaging platform (ParentSquare), digital parent-student handbook, social media, K12 LC
* Community (social platform for families to connect), and the CAVA website ensure families understand their rights, have opportunities to build relationships, and are encouraged to advocate for their student and all students.
* A community survey shared with educational partners during semester one. It will be sent in June for semester two to collect feedback on activities, events, and connections provided to students and families.
* Parent Connections provide formal and informal feedback opportunities, including parent training and workshops, open houses, meet and greets, and orientations.
* Student Government for students in middle and high school.
* Bear Tracks weekly community newsletter highlights events and activities sent to staff and families.
* In-person events offered to students and families create opportunities for stakeholders in geographical areas to connect and share feedback with the school.
* Teachers regularly conference with families on student progress and expectations, collecting feedback on the student experience and identifying needs and additional supports needed.
* Student Pulse Checks provided to students one week before enrollment, 2-weeks after school start date and then six times throughout the school year to collect specific feedback and provide immediate follow-up support.
* Teacher Pulse checks provided twice to staff and teachers during the school year.

summary of the feedback provided by specific educational partners.

Strengths and areas of need were identified as a result of an analysis of feedback from all educational partners. While not every piece of feedback is included, some trends that emerged from this feedback are included below.
Overall, parents indicate satisfaction with the school, find it beneficial for their students, and appreciate teacher and staff support and the

ommunication the school provides to students and families. They value access to review their student's progress to see if they are behind in subject and access to preview curriculum. They positively rate the versatile and robust curriculum and that their students have access to a omprehensive course of study. Parents indicate they value that the school offers a variety of opportunities for high school students and ocialization activities for all grade levels. They appreciate that the school rewards students who excel and succeed. They indicate ppreciation that a group for Spanish-speaking parents exists.

Areas for improvement:

- Streamline the scheduling of classes and assignments to balance the school day.
- Streamline responsibilities/tasks of the learning coach.
- Reduce emails to parents/learning coaches.
- Additional staff and language support to non-English speaking parents.
- Provide additional opportunities for parents and families to connect with school administrators to discuss concerns.
- More opportunities for in-person connections and social activities, including after school hours and by grade bands.
- More peer-to-peer interaction with ways to connect with other students.
- Additional tutoring for students.

Ranking of priorities/goals relating to curriculum, programs, activities, etc.:

Top Priorities:
(86.6%) Ensure Students Will Graduate from High School.
(74.6%) High School Students Complete all courses (A-G) to be eligible for a CA state college or a University of CA.
(70%) Providing internet reimbursement for low-income families.
(68.4%) High School Career and Technical Education.

In response to feedback, the following have/will be implemented:

- A summer plan to engage students, providing interaction and connection for students and families who are continuing with the school, new to the school, and students who need additional academic/SEL support.
- Additional peer-to-peer interaction/connection opportunities in Class Connect (CC) sessions, clubs, and other activities.
- Increase in-person events offered to students.
- Revised onboarding procedures to support new students and additional support staff to help onboard families.
- Messaging and support to ensure families are aware and supported with low-cost/internet options in addition to policy for internet reimbursement.

In addition, the school:

- Will continue to administer surveys and pulse checks and offer Partner Engagement meetings to share goals and actions, collect feedback and measure parental participation in decision-making.
- Will increase opportunities for parental involvement and message families/staff about the impact of feedback on school-based decisions.

- Will support parents to increase LC capacity, including time management tools, training on technology, and other available resources and supports.
- Has identified the following barriers and will reduce those to ensure the participation of parents. Barriers include lack of time, prioritizing meetings, and streamlining communication with parents.
- Will increase the number of families participating in feedback opportunities and will reach out to families who did not provide feedback to ask what barriers keep them from giving feedback.
- Will consider other succinct survey options.
- Has identified an area that will positively impact the school's culture - Social and Emotional Learning (SEL). The school has implemented a robust 3-year plan to increase SEL awareness and skills. To make the most substantial impact on the school's culture, all stakeholders are involved in the SEL mission.
- Will continue to provide training and support for administrators, teachers, parents, and students, specifically reaching underrepresented and underserved families.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While the school considers all feedback about goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. The following additions were made to the LCAP in response to input from educational partners:

Goal 1 – Student Achievement
TK-8 supplemental reading program to support fluency and reading comprehension
Increased support for English learner newcomers (lived in the US less than 1 year)
Additional intervention support for EL
Provide math and ELA foundations courses in middle school
Adding a Director of Interventions and Special Programs and Reading Coordinator

Goal 2 – Engagement
Increase after-hours student club offerings
Continue to grow Social Emotional Learning, Prevention, and Intervention program
Increase community engagement team and offerings to parents (including programs for Spanish speaking parents)

Goal 3 – Conditions for Learning
Provide students living in homeless situations with supplies and resources and lower the ratio of homeless liaison to students
New leader mentor program

Goal 4 – Reduce Chronic Absenteeism Rate
Continue to grow Compass program, including Bilingual staff

Goal 5 – Increase Graduation Rate
Increase credit recovery courses
Provide high school math and English foundations courses to supplement core instruction and prevent credit deficiency, in grades 9 & 10.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

The school has identified areas need in specific subgroups (English learners, students with disabilities, and African American), that show a significant gap in Math, ELA, and Science as reported on the California Dashboard.

SBAC ELA grades 3-8, 11: 48.7% of All Students Meet or Exceeded Standard
English Learners 20.8%
Student with Disabilities 19.4%
African American 33.5%

SBAC Math grades 3-8, 11: 30.9% of All Students Meet or Exceeded Standard
English Learners 15.2%
Student with Disabilities 12.0%
African American 17.5%

CA Science Test (CAST) 30.3% Met or Exceeded
English Learners 8.2%
Student with Disabilities 10.6%
African American 16.5%

The student achievement data, both Dashboard and the local Star 360, demonstrate a need to increase the academic performance of ALL students in meeting or exceeding grade-level standards in English language arts (ELA) and mathematics. The identified metrics will help us to monitor progress in each of these areas, The actions included in this goal support our continued commitment to professional learning and increased implementation of strategies to support all students and their ability to increase academic achievement.

leasuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Smarter Balanced Summative Assessments ELA & Math Met or Exceeded Standards Grades 3-8, 11 Source: Dataquest	2019 Dashboard ELA 41.1% Math 19.9% 2020 Star360 Proficient & Advanced (at/or above grade level) Math 44.1% English Learners 19.00%	2021 Dashboard ELA 51% increased 10% English Learners 13.2% Student with Disabilities 21.3% African American 32.5 % Socioeconomic Disadvantaged 45.9% Hispanic 46.5% White 56.4% Homeless 13% Math 35.3% increased 15.4% English Learners 12.8% Student with Disabilities 16.1% African American 25.2% Socioeconomic Disadvantaged 28.1% Hispanic 28.7% White 42% Homeless 16.7% 2021	2022 Dashboard ELA 48.7% decreased 2.3% English Learners 20.8% Student with Disabilities 19.4% Socioeconomically Disadvantaged 43.7% African American 33.5% Hispanic 43.4% White 56.8% Asian 70.1% Two or More Races 42.3% Filipino 66.7% Math 30.9% decreased 4.4% English Learners 15.2% Student with Disabilities 12.0% Socioeconomically Disadvantaged 26.4% African American 17.5% Hispanic 25.3% White 38.3% Asian 56.7%		Increase 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student with Disabilities 24.00% African American 30.80% Hispanic 38.30% Socioeconomic Disadvantaged 39.10% White 48.30% Reading 37.10% English Learners 13.80% Student with Disabilities 19.40% African American 27.10% Hispanic 31.00% Socioeconomic Disadvantaged 32.90% White 42.00%	Star360 Proficient & Advanced (at/or above grade level) Reading 35% English Learners 5.1% Student with Disabilities 18.7% African American 25% Hispanic 27.3% Socioeconomic Disadvantaged 30.3% White 43.7% Asian 49% Math 43.7% English Learners 20.3% Student with Disabilities 23.9% African American 32.7% Hispanic 36.1% Socioeconomic Disadvantaged 38.4% White 49.7% Asian 69.7%	Two or More Races 23.1%		
nglish Learner rogress % of English Learner ho made progress	N/A 2019 Dataquest	N/A 2021 Dataquest	2022 Dashboard 41.1% English Learner who made progress toward		Decrease the gap between EL achievement and all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
oward English roficiency measured y ELPAC) Source: Dashboard	EL Proficient on the ELPAC Level 4 (Well Developed) 15.8% 2020 Star360 Proficient & Advanced (at/or above grade level) Reading All students 37.10% English Learners 13.80% Math All students 44.1% English Learners 19.00%	EL Proficient on the ELPAC Level 4 (Well Developed) 24.2% Increase 8.4% 2021 Reading Star 360 Grades 1, 2 62.8% EL 55.6% Grades 3-8, 11 35% EL 5.1% Math Star 360 Grade 2 66.2% EL 44..4% Grades 3-8, 11 43.7% EL 20.3% ELA SBAC 51% EL 13.2%	English Proficiency measured by ELPAC Increased 25.3% since 2019 2022 Dataquest EL Proficient on the ELPAC Level 4 (Well Developed) 21% decreased 3.2%		
EL Reclassification Rate Source: Dataquest	45% Decreased 12%	47.1% Increased 2.1%	Data is not available yer		50%
College/Career Readiness (% Prepared) Source: Dashboard	14.6% prepared maintained African American 0% Student with Disabilities 0%	N/A Advanced Placement Exams – 1.7% (4 students)	No data for 2022		25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 7.1% Hispanic 11.9% Socioeconomic Disadvantaged 14.3% White 17.3%	Completed a-g Requirements – 17.3% (43 students)			
% of Students at/above grade level on Star360 Reading Math Source: Internal Data	Grades 1-2 45.8% Student with Disabilities 42.9% English Learners 42.9% White 43.1% Hispanic 45.5% Socioeconomic Disadvantaged 46.2% African American 52.0% Math Grade 2 83.6% Student with Disabilities 75.0% African American 75.0% Socioeconomic Disadvantaged 81.7% White 85.3% Hispanic 85.4% English Learners 100.0%	Reading Grades 1-2 62.8% Student with Disabilities 36.4% African American 47.1% Socioeconomic Disadvantaged 55.2% English Learners 55.6% Hispanic 58.5% White 72.7% Math Grade 2 66.2% Student with Disabilities 41.2% English Learners 44.4% Socioeconomic Disadvantaged 58.6% African American 58.8% Hispanic 61.4% White 69.6%	Reading Grades 1-2 63.4% increased 0.6% English Learners 31.6% Student with Disabilities 44.1% Socioeconomically Disadvantaged 59.8% African American 65.8% Hispanic 56.1% White 62.1% Math Grade 2 20.4% decreased 15.7% English Learners 50.0% Student with Disabilities 40.6% Socioeconomically Disadvantaged 40.7%		70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			African American 42.2% Hispanic 44.3% White 50.0%		
CAASPP CA Science Test (CAST) Grades 5, 8, HS Source: Dataquest	32.1% Met or Exceeded English Learners 0% Student with Disabilities 13.1% African American 19.5% Socioeconomic Disadvantaged 27.6% Hispanic 27.9% White 35%	N/A 2021 was the first-year results were reported.	2022 30.3% Met or Exceeded decreased 1.8% English Learners 8.2% Student with Disabilities 10.6% Socioeconomically Disadvantaged 25.2% African American 16.5% Hispanic 26.1% White 35.6%		Increase 10%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	The Elementary Department will focus on improving student outcomes through intentional professional development (PD) focused on the development of Professional Learning Communities (PLC) and work culture, as well as ensuring quality assessments and responses to instruction systems. In addition, ongoing development and coaching will be provided, focused on the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) along with instructional strategies focused on English Language Arts and Math.	$170,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Middle school and high school staff will continue with their development of the Response to Intervention process, diving into best practices of support in PLC collaboration on instructional strategies that support all levels of student learning, as well as reteach methods based on the results of common formative assessments. Middle school teachers will be provided professional development opportunities to attend the PLC at Work and RtI at Work Institutes provided by Solution Tree to further their understanding of the PLC process. Middle School teachers will also be provided professional development in student engagement and instructional rigor as well as SEL practices into instructional practices. High school staff will have opportunities to participate in PD targeted to improve synchronous instruction and student engagement, as well as improve skills in supplemental programs and software. Math teachers will continue to participate in coaching to implement the mathematical practice standards, and administration will continue to develop capacity in this area. All high school staff will be trained on A-G requirements and how it applies to course development. ELD Specialists and ELD Administrators will participate in the CA English Learner Roadmap professional development series which focuses on translating state EL policy into practice through the lens of a classroom teacher and providing tools for educators to reflect on classroom practices. They will also attend Quality Teaching for English Learners (QTEL) professional development courses, where participants will develop innovative processes and materials aligned with the CA ELD Standards, design and implement powerful learning opportunities for ELs, and develop a deep understanding of pedagogical scaffolding for ELs. In addition, the ELD Department will also be taking part in ongoing school-level trainings focused on addressing the language and academic needs of the different EL typologies, Visible Learning strategies for ELs, curriculum training, and culturally responsive teaching. The Compass staff will continue learning and building capacity to ensure that interactions with students and families are inclusive and		

ction #	Title	Description	Total Funds	Contributing
		culturally responsive, using evidence-based practices to better meet the needs of students, both long-term and short-term. The PD opportunities will: (1) Support staff as we build a safe and positive learning environment and provide students with targeted programs and services to improve conditions for learning, including daily engagement, school skills, and attendance, (2) Create an inviting school culture to allow staff to better connect with and engage families and parents – particularly those who are minimally engaged with their student's education, (3) Build capacity to develop and implement student improvement efforts, and (4) Implement SEL training and prioritize resource development to provide teachers and staff with the necessary tools and techniques to integrate SEL to support students. Special Education Professional Development will focus on creating a stronger start for our families in the upcoming school year by improving program plans, staff development, and family support. Throughout the school year, we will continuously develop our programs and staff in the following areas: (1) Strengthen enduring connections, staff and families, (2) Increase and improve cross-department collaboration between general and special education staff, (3) Improve Post-Secondary planning and support for high school students in special education, (4) Maintain compliance with state and federal law to meet the needs of students in special education and (5) Use of data to enhance and improve instructional strategies use to meet the needs of diverse learners.		
1.2	Assessments	Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered Multi-Tiered System of Support model.	$37,266.00	Yes
1.3	Academic Administrator	Administrative positions ensure all aspects of the academic program are aligned with state accountabilities and that all students have	$58,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to high-quality instruction and services. Data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies allow for proactive identification and the ability to address the strengths and needs of all students to sustain student growth. A multi-tiered systems of support (MTSS) will be utilized to meet each student's academic needs by delivering targeted support. The positions support and work to integrate students, families, and staff into the school community and to promote a culture of academic excellence and social-emotional learning.		
1.4	English Learner Support	The English Language Development (ELD) Department completes a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The ELD Department uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. The designated ELD curriculum for the school is Launch and Link to Literacy (published by DataWorks Educational Research) which is research-based and aligned with the California ELD Standards. The ELD Department utilizes the four essential questions of a Professional Learning Community and the Visible Learning strategies compiled in a global research database with an effect size of 0.4 or greater to ensure effective tier 1 language instruction and to respond appropriately when students have or have not yet mastered the essential ELD standards. Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners receive extra language instruction and support, in addition to their regularly scheduled, required designated ELD sessions. LTEL and At-Risk LTEL sessions target the reading and writing domains of the ELD standards and essential learning behaviors for academic success using Educeri (published by DataWorks Educational Research) and Off2Class to target specific areas of need, which are	$205,003.00	Yes

ction #	Title	Description	Total Funds	Contributing
		preventing students from meeting the ELD program's Reclassification to Fluent English Proficient (RFEP) criteria. Any English learner students in grades 3-12 who score at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California and have lived in the United States for less than 12 months are placed in our school's Newcomer program. The Newcomer program provides high-quality language instruction at the emerging level using the Rosetta Stone synchronous lessons and the Rosetta Stone online platform for continued asynchronous language instruction and development. In addition, the Newcomer program plays an important role in helping our newcomer students and their families adapt and contribute as they integrate into American society. The ELD specialist is assigned to serve these students, with academic and social-emotional instruction, appropriate interventions, and necessary wraparound support services for the students and their families. To meet the needs of limited English proficient families and the needs of all newcomer, RFEP, and LTEL students efficiently and effectively, the ELD Department has a bilingual engagement coach tasked with working directly to assist in facilitating effective communication between individuals who speak different languages, assisting in the coordination and communication of appropriate student placement, learning, and assessment for all EL typologies, serving as the liaison between school-wide departments to ensure EL students and families are connected with the necessary wraparound support services for success in U.S. schools, and increasing educational partner engagement through ELD department led offerings.		
1.6	Instructional Coaches	Provide individualized coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching techniques, Instructional Coaches help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to reach those goals. They support teachers with improving	$313,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student engagement, content mastery, CCSS, and best instructional practices for student-centered learning. ICs provide guidance and support with Professional Learning Communities.		
1.7	Summer School	There are three programs offered to elementary students to extend their academic and social-emotional learning through planned intervention and social opportunities. Enrollment in Camp CAVA is open to all current students in grades K-4 who are identified as Tier 2 or Tier 3 in reading or Math based on our middle-of-the-year assessments. Students will be provided 45-90 minutes daily of prescribed Math and/or reading direct instruction along with support in engagement in supplemental programs such as Lalilo, Mindplay, Freckle, Accelerated Reader, and/or Stride Skills Arcade Brain Boost. Weekly challenges will also be held to encourage independent reading outside of class time and/or math practice. New students in grades TK-5 will be invited to get a 'jumpstart' for the 23-24SY! Jumpstart students will have early access to the Welcome to Online Learning Course, as well as completing introductory sessions in the Newrow platform, where they can familiarize themselves with the online school, meet other students in their grade level and regional area, and complete fun welcome activities together. The middle school program will consist of a Summer Bridge Program for rising 6th, 7th, and 8th-grade students. The purpose of Summer Bridge is to front load students on the next grade level standards, by providing foundational skills, remediation, and a glimpse into the grade level content in Math and ELA targeting at-risk and unduplicated students to prevent learning loss, as well as build strong academic habits to ensure success upon the first day of school. High school students will have opportunities to continue learning during the summer. Credit recovery courses will decrease credit deficiency for students who have previously failed core courses. These courses will target at-risk, credit-deficient, unduplicated, and students with disabilities. Standard courses, in science, history, health, fine arts, math, English, and CTE pathways, will allow students early	$111,730.00	Yes

ction #	Title	Description	Total Funds	Contributing
		access to accelerate their path to high school graduation or repeat courses to recover A-G requirements.		
1.8	Career & Technical Education (CTE)	Continue to develop and expand our Career & Technical Education (CTE) program, focusing on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media, and Entertainment, Health Science and Medical Technology, and Hospitality, Tourism, and Recreation. The Career & College Prep Program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization, SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. SkillsUSA members will be invited to attend annual conferences to work with other SkillsUSA students, across other schools and gain knowledge and experience. The Career & College Prep Program provides small group College & Career Readiness lessons hosted by the Career & College Prep Program School Counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning 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. The CTE Curriculum & Certification Specialist will work to grow our certification offerings, provide multiple testing opportunities for students, ensure alignment with CTE courses and certifications, provide training on CTE courses and platforms, and oversee course development and course offerings. Careers and CTE course options will be expanded in Middle School. 6th, 7th, and 8th grade students will have an elective option to enroll in a career exploration course. For those 7th and 8th graders who have	$338,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		already completed the careers exploration course, they will have the opportunity to enroll in high school IT and Tech courses for high school credit.		
1.9	Instructional Support	General education teachers provide targeted, standards-based instructional sessions to students who need additional support and remediation in grade-level standards. Instructional leads are assigned a grade span and work closely with teachers to oversee and monitor the response to instruction for students identified as needing supplemental support in math and/or English language arts. Instructional leads review student referrals, approve participation, and provide training for supplemental instructional programs; monitor students participating in supplemental programs to ensure interventions are implemented with fidelity; work in partnership with teachers and parents to develop prescriptive plans; and provide additional instructional support, scaffolding, and resources for students participating in supplemental programs. Further, the lead collects, analyzes, and monitors formative and interim student assessment data. Elementary is utilizing supplemental reading programs including Lalilo, Mindplay, Reading Eggs, Heggerty, Accelerated Reader, and Amira, to increase reading proficiency, fluency, and comprehension, along with phonics, phonemic awareness, and acquisition of sight words. Elementary is also using supplemental math programs including Freckle and Math Seeds to increase math foundational skills and proficiency. Middle school is continuing the use of the Accelerated Reader program to provide additional resources and monitor reading outside the online school. Also continuing our paraprofessionals (Instructional aides) to support middle school student instruction to needed aligned standards to fill learning gaps, alongside Instructional Leads with the Freckle program. The paraprofessionals will also have time allotted to	$370,435.00	Yes

ction #	Title	Description	Total Funds	Contributing
		support our 6th-grade students assigned to our Math and ELA Foundations teachers to support in learning gaps, alongside these GE teachers. Gizmos Virtual Labs will be implemented with our 8th grade teachers. Gizmos is a program that provides students the opportunity to work in hands-on, engaging digital labs and other activities that are tied to essential standards. With Gizmos, teachers can choose from a robust variety of labs and other activities that are based on additional standards, providing that interactive piece that is so important for high-level student learning. Special education leaders and teachers utilize an evidence-based strategy to focus on improving students' proficiency/mastery of state standards in ELA and math. The strategies used to guide us to (1) identify our goals, (2) keep a visual display of our progress towards goals, (3) commit to complete actions that aim to influence the goal, and (4) analyze the effectiveness of actions toward achieving the goals. We work in partnership with general programs to ensure data regarding students in special education are considered when creating and managing programs that aim to improve student achievement. We've recently piloted a program that aims to implement and study the outcomes of students receiving specialist instruction and support inside of their general ELA and math classes. This program is centered around serving students inclusively in their least restrictive environment. The related services team places a high priority on assigning services and supports to SWD's quickly to ensure they have full access to the same curriculum and learning opportunities as their GE peers. Our teams review IEPs for accuracy and communicate closely with the instructional team if a student is not accessing the services the team determined they need.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

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

Actions were implemented as planned in Goal 1 in nearly all cases in each department. Culture coaching training was provided to leaders in all departments

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

An explanation of how effective the specific actions were in making progress toward the goal.

The school closed the gap between ELA and Math achievement on the SBAC and the state average. The school is 1.6% above the state average of 47.1% of 3-8, and 11th grade students meeting or exceeding standards in ELA. The school is 2.5% below the state average of 33.4% of 3-8, and 11 grade students meeting or exceeding standards in math. Our English Learners demonstrated higher proficiency on SBAC ELA and Math than the state average. Our socioeconomically disadvantaged students demonstrated higher proficiency than the state average in ELA and math on the SBAC. The growth is attributed to several actions identified in the LCAP, including the use of a universal screener to identify learning gaps (Action 2), the continued support of the Academic Administrators (Action 3) to oversee the instructional program, and support continued implementation of Professional Learning Communities (PLCs) (action 1), Instructional Coaches (Action 6), and Instructional Support teams and programs to improve the overall quality of instruction and student access to instructional tools (Action 9).

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

After completion of the universal screener, students who demonstrate a need for additional instructional support are assigned to instructional leads and intervention programs (Action 9). In Elementary, students are supported in our math and ELA intensive support programs. GE teachers were also given access to these programs to use in their live instructional sessions and this has shown an increase in student usage. With the increase in engagement in our programs, we have seen an increase in proficiency as well. Our Elementary team was also able to welcome an additional Instructional Lead to allow each lead to focus on one subject and be more intentional with the instructional support. In Middle School, students are supported by the instructional support team and programs in reading and math. This year, paraprofessionals were brought onto the team to support with access and instruction. This has resulted in some slow improvements in participation and growth. In High School, students identified as needing intervention were enrolled in a Math Foundations Elective and/or English Lab Elective. Of students who passed Math Foundations in Semester A, 94% of those students also passed their Algebra course. 95% of students passed Algebra in Semester A. Of students who passed English Lab in Semester A, 93% of those students also passed

English 9. 65% of students passed English 9 in Semester A. Star 360 data on proficiency levels showed a 2.2% increase in students showing proficiency in math from Beginning of the Year to Middle of the Year testing.

Instructional coaches have provided whole group professional development for TK-12 teachers. They have also provided small group workshops for TK-2, 3-5, and middle school and learning walk opportunities for high school. Topics include setting expectations, rigor, student choice, student engagement, and various instructional strategies. In a mid-year survey, 90.8% of teachers indicated they are satisfied with their partnership with their coach. Teachers indicated 7 partnership principles are present 99.5% of the time. 95.2% of teachers know their PEERS goals, and 95% of teachers are actively working on their PEERS goals.

A variety of summer programs were implemented to promote learning year-round. In elementary, students participated in a jump start program allowing them to complete the universal screener (Action 2) early as well as become acclimated with our program and curriculum. Students who attended the Jump Start summer program where more likely to stay enolled. Students participated in summer programs focused on math, reading, and intervention support (Action 7, 9). In middle school, students participated in a summer bridge program focused on instruction in the next grade level. Students who attended demonstrated growth or maintained based on the universal beginning-of-year to middle-of-year assessment 88% in reading and 94% in math. In high school, credit recovery courses were completed through the summer as well as launch courses (Action 7). These summer course offerings resulted in 23 students graduating in the summer. These students may have otherwise needed to return for the fall term, graduate outside their cohort year, or fail to earn their diploma.

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

21% of English learners scored a Level 4/Well-Developed on the 2021-2022 Summative ELPAC, exceeding the 15.6% statewide average. In addition, the EL had a considerably lower chronic absenteeism rate, 12% than ELs across the state at 33.6%. The use of Off2Class for credit-earning ELD courses at the high school level has been effective in providing ELD standards-based instruction. The use of tier three interventions within the ELD Department have included Rosetta Stone for newcomer students and Reading Eggs or Mindplay for aspiring readers. (Action 4)

The ELD department has piloted a student group with just English learners who are new to speaking English. These newcomer students in grades 3-12 are taught their Designated ELD by a single ELD Specialist for targeted instruction and wraparound support. The ELD Specialist has implemented novice-level language instruction, Rosetta Stone progress monitoring and reteaching sessions, general education teacher

support and communication, prescriptive plan development (where appropriate), and referrals for bilingual services and wraparound support for students and families.

Professional development opportunities for the ELD department have focused on strengthening the Designated ELD instruction that ELD Specialists provide, the PLC model and processes, as well as training in how to support the Integrated ELD staff at CAVA with content-area instruction with the necessary language scaffolds and strategies. The ELD Department is now using the CA ELD Standard Companion books to increase instructional clarity, and members of the ELD Department will be attending the 2023 CABE Conference for educators.

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

Based on the growth seen in the universal middle-of-year assessments and the 2022 CAASPP assessments, training will continue in all grade levels TK-12 for all staff in continuing the implementation of the PLC process, specifically the 4 critical questions and how teachers are addressing those needs to all students. Our Compass support team will also take part in these training sessions to collaborate with academic leaders to create a multi-disciplinary system of support approach in student intervention.

Intervention support will continue in each grade level. Some changes will be made in the TK-2 with additional phonics intervention; the middle school will implement a foundations program for students who need prerequisite skills instruction.

Based on the current ELD data, we will be implementing the following changes:.
* Implement ELD standards-based benchmark assessments to gauge EL progress more comprehensively between the CFAs and Summative ELPAC.
* Develop a Long-Term English Learner (LTEL) action plan for the 2023-2024 school year, accompanied by an LTEL monitoring form for all students who have been in California's ELD program for 6+ years.
* Develop a Reclassified to Fluent English Proficient (RFEP) action plan for 2023-2024 with ELD Specialists providing language-based intervention services to unsuccessful RFEP Exited and Monitored students (included in their caseloads).
* Propose the expansion of the Newcomer pilot to an official Newcomer Program with an identified ELD Specialist serving only newcomer students, expanding the newcomer supports and services to students in grades TK-12, and having the necessary resources and materials for increased capacity and results.
* Provide increased and ongoing Integrated ELD training for all CAVA teachers to ensure compliance and effective student support across all content area classrooms.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Engagement (Maintenance of Progress Goal)
Priority 3: Parental Involvement
Priority 6: School Climate

Feedback from educational partners is necessary to drive school improvement, and research indicates parent involvement is a key factor in student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement Source: Dashboard	Met	Met	Met		Met
Suspension Rate Source: SARC	0%	0%	0%		0%
Expulsion Rate Source: SARC	0%	0%	0%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ocal Climate Survey ource: Dashboard	Met	Met	Met		Met

ctions

Action #	Title	Description	Total Funds	Contributing
2.2	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$6,589.00	Yes
2.3	Engagement	Maintain regular and reciprocal school to home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Video conferencing platform is utilized as an additional way to communicate with families and partner with stakeholders. Surveys are incorporated as an opportunity to collect feedback from families and to identify students who may need additional supports. We provide school-wide assemblies utilizes SEL strategies and coaching to students to support students at risk of not meeting academic standards and to improve their social-emotional growth, which will improve school conditions to encourage student learning. Student incentives and celebrations are used to increase engagement and participation in intervention programs, improve pass rates, increase live session attendance, and independent reading. Additional, activities like Science Fair, History Bee, Spelling Bee, NHS, NJHS, and Student Government are provided to increase student engagement. A wide variety of after school student clubs are offered and teachers are provided a stipend to be a club advisor. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded	$98,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education. The school added the Rock and Roll Academy to improve student engagement and foster connectedness to school through access to instruments, student collaboration, and music education in all grades TK-12. Staff works to improve the levels of parent and student engagement, ensuring that this increased engagement leads to improved academic achievement. They facilitate and develop local school initiatives and promote opportunities for students and families to come together and work academically and socially. They develop and manage content, coordinate our school communication system through Parent Square, the Learning Coach Community and serves as the primary contact point for the school social media presence. Staff also provides information, resources, and support to students and families who are new to our schools, to ensure they understand and meet enrollment requirements. They work with students to identify and develop the skills needed to be engaged in school, meet grade level expectations, and provides targeted support to build relationships.		
2.5	Social Emotional Learning, Prevention, and Intervention	The social-emotional learning program is based on the understanding that the best learning takes place in the context of supportive relationships that make learning challenging, engaging, and meaningful. The targeted support encourages students to engage in learning, behave positively, and perform academically. This support includes, providing community resources, reaching out to families weekly to provide 1-1 support, collaboration with home and school to ensure student needs are being addressed, and holding Continuing Care class connect sessions to connect students to a supportive student community.	$174,705.00	No

oal Analysis [2022-23]

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

ctions were implemented as planned in Goal 2 in nearly all cases by departments. English Language Development engagement was upported through the addition of a needs assessment survey in English and Spanish, additional parent engagement opportunities and high chool course offerings.

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

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

Student and family engagement is supported through a variety of communication platforms including ParentSquare, weekly schoolwide and department newsletters, email, texting, phone calls, daily live class connect sessions, and the Learning Coach (LC) Community, a social platform for parents/learning coaches. The update of the Compass Website provided improvements to the delivery of information to parents and students to facilitate a better understanding of school policies and procedures to help more families meet their engagement requirements and stay on track with daily schooling. We also provide a Spanish-language Compass website to ensure access to information for unduplicated English Learners (EL). With 8.7 % of parents/learning coaches who receive support from the Compass team speaking only Spanish, the Compass team offers specific resources for these families to foster engagement and connection. (Action 2)
The Localist Platform improved the family experience in accessing event information and streamlined the registration process for easier access to school outings, parent meetings, and other school events. The expansion of the Talking Points platform, which provides a streamlined texting experience for families, enabled 100% of newly enrolling families to access support from and to communicate with an Onboarding Coach via text in the language of the family's choice. 40% of families referred to Compass in 22-23 have preferred outreach via text. (Action 3)

The Compass Social Support Coordinators and Counseling Specialists provided targeted support to students and families facing social-emotional challenges, by connecting them to community resources and the Care Solace platform, and by providing coaching and support to help students develop emotional management and coping techniques. These actions have led to improvements in the daily attendance rate and high school graduation rate, as well as reductions in missing days of school activity, chronic absenteeism, and the dropout rate (over the last 2 years). (Action 5)

The Parent Engagement and Local Climate Survey measures were positively impacted by actions included in the goal. Needs assessment surveys have been incorporated to collect feedback from families throughout the school year and identify students who may need additional support. A schoolwide referral survey allows teachers/staff to refer students/families for social and emotional learning, and academic, and community support with Compass Team. The school provided service-oriented projects, outings, and opportunities for students and families.

A second Community Coordinator position was added and positively impacted parent and student engagement. Community Coordinators facilitated and developed local school initiatives, including clubs, in-person and virtual outings, Spelling Bees, in-person celebration events and activities to recognize and support student achievement, and hosted bi-monthly parent/learning coach support sessions led to connection and engagement for students and families. The school provided service-oriented projects, outings, and opportunities for students and families. (Action 3)

The Onboarding Specialist provided individualized and ongoing onboarding support and targeted resources to ensure incoming families understand program expectations, and communication platforms, can easily request resources and support, and efficiently use the online school platform. The Onboarding Specialist worked with students to identify and develop the skills needed to be engaged in school, meet grade-level expectations, and provide targeted support to build relationships. (Action 3)
Other opportunities provided students and parents with additional ways to connect with and engage in their school community, including the facilitation of the LC Community in the K12 App, the Family-Teacher Organization, and schoolwide events (Red Ribbon Week, Family Fun Night, National School Choice Week, Operation Gratitude). (Action 3)

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

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

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

he following will be added to increase engagement and support parents. Increase onboarding support for new families, incorporate more OnDemand" content to support family engagement and SEL, and streamline data sources to better support the Compass staff response to tudent/family needs The following will be added to our program to support parents of English learners. Implement Learning Coach Academies in the following areas in English and Spanish, navigating the academic program and success, the intervention programs, the reclassification process, and current and long-term English learners, a bilingual engagement coach, an in-house Arabic interpreter, and a learning coach engagement group.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Conditions for Learning (Maintenance of Progress Goal)
Priority 1: Basic
Priority 2: State Standards
Priority 7: Course Access

With the needs of students and families consistently changing, we need to continue to focus on conditions of learning. We need to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. Also, ensure programs and services enable all students to access the state academic content standards and enrolled in a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic (Teachers, Instructional Materials, Facilities) Source: Dashboard	Met	Met	Met		Met
mplementation of State Standards ource: Dashboard	Met	Met	Met		Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils with access to and enrolled n a broad course of study Source: SARC	100%	100%	100%		100%
% of English language learners with access to appropriate ELD support Source: SARC	100%	100%	100%		100%
% of students with access to targeted support programs Source: SARC	100%	100%	100%		100%
% of Fully Credentialed and Appropriately Assigned Teachers Source: SARC	100%	93.6%	100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	$308,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Teachers	Provide highly qualified fully credentialed teachers. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	$269,890.00	Yes
3.3	Accountability	Data analysis staff is integral in updating our chronic absenteeism data by sub-group and school each week for review. This allows us to identify strengths and weaknesses in our data and take necessary action to better improve attendance for all students. Students who attend school more regularly are more successful on their academic growth. Staff aides in ensuring all students participate in testing. Staff creates data reports on the testing results we have available. This includes both summative state testing data and formative local assessments. The data is disaggregated by sub-group to allow us to identify students who need additional support or enrichment. Actions plans are implemented to address the needs of all our students. Data (Star360, screening and progress-monitoring assessment) from internal assessments are monitored after each testing window (beginning, middle, end of year) by sub-group to review success of our action plans and adjust actions are needed. Staff uses an additional student information system to track state and internal testing data over a student's enrollment to gather longitudinal trends by student and subgroup for unduplicated and underperforming populations. As well as, identifying attendance and engagement trends for underperforming subgroups.	$119,789.00	Yes
3.4	Curriculum Specialists	The Curriculum Specialists are the experts in their designated grade level and/or content area. They are able to articulate content standards, course curriculum scope and sequence, and content instructional strategies and practices to best support student learning.	$117,260.00	Yes

ction #	Title	Description	Total Funds	Contributing
3.5	McKinney Vento/Foster Youth Support	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 Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$52,865.00	No
3.6	New Teacher Training	The instructional leaders work closely with new teachers to provide direct and explicit training throughout the first year of employment to ensure student and teacher success. They lead data conferences to support new teachers with appropriately grouping students for instruction based on data; conduct classroom observations; provide professional development and training; and are the first line of support for new teachers with student and/or parental issues and concerns. Induction mentors/coaches provide support and guidance to teachers who are working on clearing their credentials. They work with an induction program that the inductee has chosen. They meet regularly to collaborate, discuss, and provide feedback on the teacher's effectiveness of instruction, analysis of student data, the use of the data to inform planning and instruction and offer opportunities for self-reflection. New teachers are provided additional days for professional learning and onboarding before the start of the school year to learn the mission, vision, goals, and philosophies that guide our school. The new leaders support role will work closely with new leaders to provide direct and explicit training throughout the first year of the new leader position to ensure leader success. They support new leaders with data conferencing, classroom observations, non-compliance, teacher support and training, access to systems, and leadership growth and development.	$68,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	HS Scheduling	To ensure English Learners, Students with Disabilities, and low achieving students have full access to instruction and intervention with credentialed teachers, the high school will use a scheduling program supported by a registrar. This position works with the high school leadership and instructional team to accurately schedule teachers and students, resolve conflicts, and continually update student schedules as needed based on course changes.	$31,930.00	Yes

Goal Analysis [2022-23]

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

Actions were implemented as planned in goal 3 in all cases.

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

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

Reimbursement for ISP (Action 1) was provided to socioeconomically disadvantaged families to ensure all students had continuous access to content.

Teachers (Action 2) were able to evaluate course alignment with standards and develop content in collaboration with collaborative teams during non-instructional days, as well as during weekly team collaboration meetings throughout the year. Teachers created common ormative assessments to evaluate student mastery of standards. This ensured that 100% of students had access to rigorous and standards-ased instructional materials and key standards were addressed, primarily in Math and ELA in TK-8 and in all courses at the High School evel. To attract and retain high-quality teachers, signing and retention bonuses were given to teachers.

To adequately address gaps in students' learning, teachers and staff must spend time analyzing student performance data. To do this, we eed staff (Action 3) to manage a comprehensive assessment system that includes continuous analysis of student data to monitor student rogress and growth for all students but especially for unduplicated pupils.

urriculum Specialists (Action 4) ensured student access to standards-based curriculum along with the support of the continued nplementation of assessments to identify students' academic needs. Curriculum specialists provided instructional resources to help align igh-priority standards with daily live instruction, which was supported through further implementation of the PLC process across all epartments. This support and implementation directly impacted student achievement in math and English Language Arts in TK-8 and all ubject areas in high school.

McKinney Vento and Foster Youth Support Specialists (Action 5) ensure that students living in homeless situations and/or foster youth have ull 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 needs-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. This contributed to ensuring that we could continue to provide 100% of homeless and foster students with access to targeted support programs. We will continue to maintain our support for our MKV/FY students, in addition to new legislation which will require including county attorneys in all disciplinary communications regarding this student population.

All new staff had an additional two days added to their contract, to allow dedicated time for 'new teacher training', following an updated new teacher training plan, before the start of the school year. Trainers supported new staff in accessing school systems, providing high-quality instruction to students, and ensuring competence and efficiency in utilizing the curriculum. All new staff also received additional support and training from their Instructional Coach. (Action 6)

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

Due to an increase in enrollment, the MKV liaison FTE will be increased. As we continue to bring on new leaders from within our school, we have found a need for consistent and structured mentor support for new administrators. We will add stipend New Leader Mentor positions next year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Engagement (Focus Goal)
Priority 5: Pupil Engagement (Engagement)

Although the school has seen significant improvement overall in chronic absenteeism, there is a continued need across subgroups (homeless, students with disabilities, and English learners) to ensure students attend regularly.

The following subgroups are below the all students chronic absenteeism rate of 7.7%.
English Learners 12%
Students with Disabilities 11.3%
Homeless 27.5%

The goal was to decrease the chronic absenteeism rate to less than 10% in all subgroups by June 2023. The overall chronic absenteeism rate for all students was 7.7%. Socioeconomically Disadvantaged, African American, Hispanic, White, Asian, Two or More Races, Filipino, and Pacific Islanders were all under 10%. English learners, Students with Disabilities, and Homeless are still over 10%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate Source: Dashboard	26.2% chronically absent (2019 Dashboard) Increased 0.7% Hispanic 16.5% English Learners 23.3%	9.6% chronically absent (2021 Dashboard) Decreased 16.6% English Learners 8.3%	7.7% chronically absent (2022 Dashboard) Decreased 1.9% English Learners 12.0%		10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 27.3% American Indian 31.5% Socioeconomic Disadvantaged 32.1% African American 32.5% Students with Disabilities 33.5%	Student with Disabilities 10.9% Socioeconomically Disadvantaged 12.5% Homeless 17.1% African American 17.3% Hispanic 10.8% White 6.3% Asian 4.8% Two or More Races 6.6% Filipino 6.6% Pacific Islanders 16.7%	Students with Disabilities 11.3% Socioeconomically Disadvantaged 9.4% Homeless 27.5% African American 6.7% Hispanic 9.7% White 6.0% Asian 5.3% Two or More Races 3.2% Filipino 2.2% Pacific Islanders 8.8%		
School Attendance Rate Source: Internal Data (OLS)	93.6%	96.6% Increased 3%	90.6% Decreased 1.9%		98%
High School Drop Out Rate Source: SARC	2021 17.5%	n/a	2022 13.9% Decreased 3.6%		15%

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 lack of engagement	$314,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with school, or who are in a crisis situation due to lack 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.		
4.2	Attendance Interventions	Students must be actively engaged in their education by completing assigned daily schoolwork or educational activities. Teachers monitored student assignment submissions and completed assignments, daily. If no assignments were submitted or completed, teachers must follow the school's Student Support Process to ensure we offer all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, success plans (work contracts), and academic probation plans. If a student continues to miss assignments or required sessions (doesn't attend school), the teacher creates a plan with the family to help them get back on track. If the plan is not followed by the student, then the Lead steps in to work directly with the student/family, in another attempt to help them get back on track. During the period of the contract, leads and/or teachers meet with students frequently for check-in sessions. If the student doesn't comply with expectations after this period of intervention, the Lead follows up with the family. Teachers monitor student attendance daily in live sessions, as well as the completion of work assignments. The student attendance data is tracked on the weekly wildly important goals (WIG) scoreboards. Teachers create high impact commitments for those students in their class needing additional support to attend and engage in their schoolwork. When a student misses 3 consecutive related services sessions, the special education teacher reaches out to the instructional teams for support in getting the student to attend. If they miss 5 consecutive sessions, an IEP meeting is called to discuss the importance of attendance to related services sessions.		Yes

ction #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

Actions were implemented as planned in Goal 4 as outlined.

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

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

The school saw a decrease in chronic absenteeism and a decrease in the high school dropout rate. This growth is attributed to the actions included in the goal. We continue to support school engagement through coaching, support, and resources provided by the Compass and Attendance Advocate Team.

The Compass Engagement team assists both new students/families and students struggling with daily engagement, low attendance, or low progress, by providing student and parent coaching, training, and consistent attendance outreach. The Compass Social Support Coordinator team offers information, resources, and support to students and families struggling to meet enrollment requirements due to a lack of engagement with school or in a crisis due to a lack of resources or social-emotional issues. The Compass team also provided targeted support to ensure the engagement of underrepresented families, including MKV and foster youth, and offered bilingual engagement support, including the addition of additional bilingual engagement. The continued use of technological tools (Pow-toons, Screencast-o -matic) facilitated communication between Compass staff, students, and parents to encourage student and family outreach and daily engagement. (Action 1)
In addition to providing training, resources, and support to families that create an understanding of student engagement and attendance in a virtual school, the Attendance Advocate team actively monitors, and tracks engagement and attendance data using the student information system and follows up to produce attendance reports and guides teams to know which students need additional follow-up. Their follow-up includes daily phone, texts, and emails sent to families lacking engagement that day by noon, answering questions, collecting missing attendance through a survey, and supporting teachers/staff. School Pathways is the hub for our attendance reporting. This student information system produces attendance reports and guides teams to know which students need additional follow-up. The Attendance Advocates act based on attendance reports to support students' attendance and learning. In addition, ELD Specialists contacted parents/learning coaches in their primary/home language regarding attendance/absences using translation services and bilingual staff members by text or email using Google Translate. (Action 1)

Teachers monitored student assignment submissions and completed assignments daily. If no assignments were submitted or completed, teachers followed the school's student support process to ensure the student was attending required live class connect sessions and completing assigned work each school day. For students who are off track, student supports include but are not limited to, internet/accessibility supports, success plans (work contracts), and academic probation plans, if needed. The student attendance data is tracked on the weekly wildly important goals (WIG) scoreboards. For students who have an Individualized Education Plan (IEP) and miss three consecutive related services sessions, the special education teacher reaches out to the instructional teams for support in getting the student to attend. If they miss five successive sessions, an IEP meeting is called to discuss the importance of attendance at related services sessions. (Action 2)

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

Graduation Coaches will expand transcript audits for high school and move toward a predictive A-G tracking system to identify and guide students who are close to meeting requirements and correct course placement and adjust the 4-year graduation plan. The Graduation Coaches are a valuable resource to our HS Counseling team and critical to improving student success as it pertains to meeting graduation requirements by the target cohort year, as seen in an increased graduation rate.

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.

oals and Actions

oal

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

n explanation of why the LEA has developed this goal.

Engagement (Focus Goal)
Priority 5: Pupil Engagement

The LEA has determined a need to continue improvement in graduation rates across all student populations (students with disabilities, African American, and Hispanic) based on graduation rate data year over year.

Graduation Rate, all students 83.8%. The following sub-groups are below all students.
Students with Disabilities 72.7%
African American 78.9%
Hispanic 81.1%

The goal was to increase the graduation rate for pupils across sub-groups, including duplicated pupils and those with disabilities, by 6% in each significant subgroup and overall by June 2023. The goal was met for the subgroups of English Learners, Students with Disabilities, and White. The overall graduation rate increased 4.4%. The following subgroups had an increase in graduation rate, but it was under 6%, Socioeconomically Disadvantaged and African American. The subgroup of Hispanic decreased by 3.5%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Source: Dashboard	2020 77.7% English Learners 57.1%	2021 79.4% Increased 1.7% English Learner 68.4%	2022 83.8% Increased 4.4% English Learners 88.0%		82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 83.3% Socioeconomically Disadvantaged 75.0% African American 84.2% Hispanic 85.3% White 72.5%	Students with Disabilities 66.7% Homeless 70.0% Socioeconomically Disadvantaged 79.3% African American 73.1% Hispanic 84.6% White 77.2%	Student with Disabilities 72.7% Socioeconomically Disadvantaged 83.4% African American 78.9% Hispanic 81.1% White 88.0%		
High School Course Pass Rate Source: Internal Data (OLS)	2020 92%	2021 85.4% Decreased 7.4%	2022 83.7% Decreased 1.7%		92%
Credit Sufficiency % of students who are credit sufficient Source: Internal Data SIS)	2021 68.8% Students with Disabilities 56.8% English Learners 45.3% African American 61.2% Socioeconomically Disadvantaged 68.6%	N/A New metric for 2021-22	2022 76.1% Increase 18.7% English Learners 37.5% Student with Disabilities 64.1% Socioeconomically Disadvantaged 57.1% African American 81.3% Hispanic 72.5% White 76.4%		75%
G Completion Rate	2020 12.9%	2021 22.8%	2022 22.6%		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 12.5% Student with Disabilities 7.7% Socioeconomically Disadvantaged 13.0% African American 0.0% Hispanic 17.9% White 12.2%	Increased 9.9% English Learners 0.0% Student with Disabilities 0.0% Socioeconomically Disadvantaged 18.9% African American 11.8% Hispanic 18.2% White 28.4%	Decreased 0.2% English Learners 27.3% Student with Disabilities 20.0% Socioeconomically Disadvantaged 19.2% African American 35.7% Hispanic 19.2% White 22.1%		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Graduation Coaches	Graduation coaches support the high school team in ensuring all students remain on a path to graduation, and then follow graduates for one year post graduation. They ensure students have all documentation up to date (transcripts from prior schools, AP test scores, college transcripts, etc.), document college/career readiness, and identify target areas to ensure students are supported to reach college/career readiness goals. Grad coaches focus on early identification of students who may become credit deficient and work with school staff to put plans in place to recovery credits and meet college career readiness measures. The grad coaches also assist with transcript audits to ensure proper grade entry following each grade reporting period.	$166,584.00	Yes
5.2	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.	$1,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Guidance Program	The School Counselors are implementing a comprehensive school counseling program in alignment with American School Counselor Association (ASCA) standards/domains. Additional counselors will allow for quarterly, one-on-one, support for students. This will give the counselors an opportunity to address student academics, mental health, social emotional needs, and putting plans in place to help bridge gaps in learning and credit deficiency. Extended work days for counseling staff create opportunity for counselors to evaluate course placement and ensure credit recovery options are in place for students who are credit deficient upon the end of the school year. The counseling and leadership teams will participate in coaching and professional development around the ASCA national model and utilizing data to develop a comprehensive school counseling program and improve graduation rates in targeted populations. The leadership teams will continue professional growth in leadership capacity building. Additional program specialists were hired as part of an improvement plan targeting post -secondary programming including college and career readiness. Program specialists work in partnership with the administrative team to analyze the unique needs of students with disabilities in efforts to improve their post-secondary outcomes, including completion of high school.	$54,023.45	Yes
5.5	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	$267,316.00	Yes
5.6	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by connecting them to community colleges for dual enrollment, offering parent and student sessions on A-G requirements for UC and CSU eligibility, and providing college application workshops as well as	$40,602.00	No

tion #	Title	Description	Total Funds	Contributing
		virtual and in-person college information sessions and tours. Students will also be provided access to transcript evaluation systems, after-hours A-G course options, college application assistance, and college essay review. Staff will be trained in the areas of college readiness, postsecondary planning, AP certification, and A-G requirements.		

oal Analysis [2022-23]

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

he actions were implemented as planned.

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

N/A

n explanation of how effective the specific actions were in making progress toward the goal.

The overall graduation rate is 83.8% which increased 4.4%. The subgroup English learners increased 19.6%, Student with Disabilities increased 6.0%, Socioeconomically Disadvantaged increased 4.1%, African American increased 5.8%, and the White subgroup increased 10.8%. The overall A-G completion rate decreased slightly, however the subgroups increased by the following, English Learners 27.3%, Student with Disabilities 20.0%, Socioeconomically Disadvantaged 0.3%, African American 23.9%, and Hispanic by 1.0%

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

Our counseling program is in the process of implementing an ASCA model. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school

and are prepared to lead fulfilling lives as responsible members of society. The caseloads were reduced to a rate of approximately 350:1 for Freshman Support Specialists and 250:1 for Guidance Counselors. (Action 3)

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

The graduation coaches complete extensive transcript audits to track A-G requirements to allow our students to attend a 4-year college or university after high school. The transcript audit process also assists our Counseling team in identifying credit deficiency and errors in course placement which improves our graduation rate and decreases the high school dropout rate. An additional component to the Graduation Coach team job function is the transcript and credit recovery. The team identifies missing transcripts in CUM files and contacts schools to recover missing credits for completed courses as well as audits our own grade reporting periods to identify missing items for terms. The graduation coaches have partnered with our College and Career Resource Specialist to participate in the ELC program to ensure that academically talented and deserving California resident students from all over the state have automatic acceptance guaranteed at a UC. Another partnership with the College and Career Resource Specialist is to complete Cal Grants GPA uploads as well as the new state requirement to track the completion of the FAFSA/ CADAA. The graduation coaches also monitor our potential graduates closely in partnership with the Counseling team to provide outreach and support to have an impact on our graduation rate. (Action 1)

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

We implemented a foundations program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in learning in English or Math are enrolled in Math Foundations II and/or English Lab I. These courses have been structured to support students in the prerequisite skills necessary to master grade-level content in the math and English core courses. This course addresses two identified barriers to freshman success. Foundations 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 foundations course in that subject. By participating in supplemental courses, Foundations teachers are able to teach the prerequisite skills necessary for mastery, as well as provide additional teacher support on specific assignments in the core courses. (Action 5)

To support A-G completion, the College and Career Resource Specialist works with the Assistant Director of High School and Principals to prepare all students to graduate college and career ready. The position works collaboratively with administrators, teachers, and support teams across grades 5-12 to educate students, families, and staff on postsecondary options; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support student's transition to postsecondary education; and assists with ensuring program funding and compliance. The Dual Enrollment and AP Specialist works with the Assistant Director of the High

School and principal 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; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support student's transition to postsecondary education; and assists with ensuring program funding and compliance. (Action 6)

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

We will provide afterhours credit recovery courses. When students fail courses, it sets them farther off on their path to graduation. Having to make-up for failed courses, while maintaining current courses can be difficult. This after-hours option allows students to focus on their core and their credit recovery courses and make-up those missed HS units towards graduation. We will expand the math and ELA foundations to 10th grade.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$5,151,959	$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
13.19%	0.00%	$0.00	13.19%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Pupil Outcomes

After assessing the needs, conditions, and circumstances of English learners (EL) and socioeconomic disadvantaged, we learned they performed below all students in math and ELA as measured by the SBAC. In grades 3-8, 11 EL were 23.5% below all students in ELA and 15.7% lower in math. Socioeconomic disadvantaged were 5% lower than all students in ELA and 4.5% lower in math. In order to address this condition of our EL and socioeconomic disadvantaged, we implemented Professional Learning Communities (PLC) and instructional coaches to improve instruction, assessment to drive instruction, and identify students' learning gaps so they can be remediated (Actions 1, 2, 3, 6). In Action 7, we planned a robust summer program in anticipation of the need for continued recovery from learning loss. These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower proficiency rate for EL, and socioeconomic disadvantaged, we expect the math and ELA proficiency rates for our EL and socioeconomic disadvantaged will increase significantly more than the average proficiency of all students, thus closing the gap.

From 2021 to 2022, EL increased 7.6% in ELA and 2.4% in math and socioeconomic disadvantaged decreased slightly in ELA and math. A-G completion rate for socioeconomic disadvantaged was 3.4% below all students. In Action 8, we continue to expand our Career and Technical Education program. In Action 9, improved services are increased through teachers providing targeted, standard-based instructional

upport sessions for students who need remediation. Lead teachers analyze data reports to gain knowledge of students' instructional needs. Using data, the leads support teachers in implementing instructional practices to increase student achievement. This action is being provided n a schoolwide basis, as we expect that all students will benefit. However, because of the significantly lower preparedness for ocioeconomic disadvantaged, we expect their preparedness will increase significantly more than that of all students.

General education teachers provide targeted, standards-based instructional sessions to students who need additional support and remediation in grade-level standards. Leads strengthen, support, and work with teachers to ensure that all aspects of student achievement are being supported, especially students who are considered at risk. Leads analyze each teacher's classroom data reports to gain knowledge of students' instructional needs. Using data, the leads support teachers with implementing instructional practices to meet LCAP goals and actions to increase student achievement.

Goal 2: Parental Involvement and School Climate

The school is meeting the metrics for this goal. In order to maintain this, limited English parents will continue to be supported through translation and interpretations, even though the family language percentage is below 15%. The school will continue to provide increased engagement and communication to families with an EL or socioeconomic disadvantaged.

Goal 3: Conditions of Learning

After assessing the needs, conditions, and circumstances of English learners (EL) and socioeconomic disadvantaged, we need to ensure they have equitable access. The basic need was met but to ensure this continues we are committed to hiring highly qualified, fully credentialed teachers (Action 2). The Curriculum Specialists are the experts in their designated grade level and/or content area standards and courses. They articulate content standards and course scope and sequence and ensure teachers are utilizing content instructional strategies and practices to best support student learning for all student populations (Action 4). In Action 3, we are ensuring our schools are improving our metrics, especially for unduplicated pupils. These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, we will monitor EL and socioeconomic disadvantaged closely to make sure no inequities develop.

Goal 4: Chronic Absenteeism

After assessing the needs, conditions, and circumstances of English learners (EL) and socioeconomic disadvantaged, we learned their engagement is lower than all students. The chronic absenteeism rate for EL was 4.3% higher and 1.7% higher than all students in 2022. Although this is an improvement, there is still a need. The Compass program will continue to identify the root issue that is prohibiting students from being successful in school, provide targeted support to build relationships, and bring about success and engagement by providing student-specific back-on-track plans and holding weekly check-ins that focus on observable successes (Action 1). In order to address this condition of our EL and socioeconomic disadvantaged, we implemented engagement support by monitoring daily attendance through the student information system and following up with students missing 3+ days on at least a weekly basis. Teachers meet weekly with a focus on

reducing chronic absenteeism in target subgroups and implementing specific actions to immediately impact engagement and attendance. If students continue to miss school, lead teachers will work with the student/family on a plan to get back on track and meet with students for check-in sessions. (Action 2) These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower proficiency rate for EL, and socioeconomic disadvantaged, we expect chronic absenteeism to decrease at a greater rate for our EL and socioeconomic disadvantaged than for all students.

Goal 5: Graduation Rate

After assessing the needs, conditions, and circumstances of English learners (EL) and socioeconomic disadvantaged, we learned their graduation rate is lower than all students. The graduation rate for socioeconomic disadvantaged was 0.4% lower than for all students. The percentage of EL students who were credit sufficient in the fall of 2022 was 6.8% lower than all students. Freshman Support Specialists provide continuous support to at-risk freshmen and partner with their homeroom teachers to ensure students are making adequate progress throughout the school year. Graduation coaches were hired to focus on the early identification of students who may become credit deficient, they work with school staff to put plans in place to recover credits and meet college career readiness measures. (Action 1) This action is being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower proficiency rate for EL, and socioeconomic disadvantaged, we expect the graduation rate to increase at a greater rate for our EL and socioeconomic disadvantaged than for all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage equired.

Based on the California Department of Education (CDE) formula calculator, the school's 2023-24 Local Control Funding Formula (LCFF) Supplemental Grant is projected to be $4,830,634. The 2022-23 Fall 1 CALPADS Certification has the school educating approximately 3294 students in transitional kindergarten through 12th grade. Currently, 2100 students qualify as socioeconomic disadvantaged, 292 students are dentified as English learners, 5 foster youth, and 49 students living in a homeless situation. The total unduplicated population is 65.8%.

n addition to the schoolwide actions described in the section above, in order to address the condition for EL in pupil outcomes and engagement, we continue to increase ELD instruction and extra support for EL (Goal 1, Action 4). EL will receive this in addition to what is ffered to all students. We expected this to close the achievement gap between EL and all students. Language assistance will be provided to ll families when needed (Goal 2, Action 2). We expect this to increase family engagement. To ensure equitable access to our online urriculum, socioeconomic disadvantaged may receive an internet reimbursement (Goal 3, Action 1). We expect this to provide equitable ervices to socioeconomic disadvantaged which in turn will close the achievement gap between socioeconomic disadvantaged and all tudents.

The school calculates its minimum proportionality percentage will be 13.28% with a carry-over of 0.45% for a total of 13.73%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Goals and Actions section, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,258,234.45	$145,596.00		$1,295,225.00	$3,699,055.45	$2,777,346.45	$921,709.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	$118,590.00			$51,458.00	$170,048.00
1	1.2	Assessments	English Learners Foster Youth Low Income	$37,266.00				$37,266.00
1	1.3	Academic Administrator	English Learners Foster Youth Low Income	$58,968.00				$58,968.00
1	1.4	English Learner Support	English Learners	$205,003.00				$205,003.00
1	1.6	Instructional Coaches	English Learners Foster Youth Low Income	$313,682.00				$313,682.00
1	1.7	Summer School	English Learners Foster Youth Low Income	$37,434.00			$74,296.00	$111,730.00
1	1.8	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	$242,798.00			$95,692.00	$338,490.00
1	1.9	Instructional Support	English Learners Foster Youth Low Income	$71,433.00			$299,002.00	$370,435.00
2	2.2	English Language Services	English Learners	$6,589.00				$6,589.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Engagement	English Learners Foster Youth Low Income	$40,791.00			$57,913.00	$98,704.00
2	2.5	Social Emotional Learning, Prevention, and Intervention	All				$174,705.00	$174,705.00
3	3.1	Student ISP Reimbursement	Low Income	$308,522.00				$308,522.00
3	3.2	Teachers	English Learners Foster Youth Low Income	$269,890.00				$269,890.00
3	3.3	Accountability	English Learners Foster Youth Low Income	$84,357.00			$35,432.00	$119,789.00
3	3.4	Curriculum Specialists	English Learners Foster Youth Low Income	$117,260.00				$117,260.00
3	3.5	McKinney Vento/Foster Youth Support	McKinney Vento/Foster Youth				$52,865.00	$52,865.00
3	3.6	New Teacher Training	English Learners Foster Youth Low Income	$68,671.00				$68,671.00
3	3.7	HS Scheduling	English Learners Foster Youth Low Income	$26,550.00			$5,380.00	$31,930.00
4	4.1	Compass	English Learners Foster Youth Low Income	$93,877.00			$221,094.00	$314,971.00
4	4.2	Attendance Interventions	English Learners Foster Youth Low Income					
5	5.1	Graduation Coaches	English Learners Foster Youth Low Income	$47,158.00			$119,426.00	$166,584.00
5	5.2	Transcript Evaluation Service	English Learners	$1,012.00				$1,012.00
5	5.3	Guidance Program	English Learners Foster Youth Low Income	$54,023.45				$54,023.45

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.5	Math/ELA Intervention	English Learners Foster Youth Low Income	$54,360.00	$104,994.00		$107,962.00	$267,316.00
5	5.6	A-G Completion	All		$40,602.00			$40,602.00

023-24 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
$39,059,588	$5,151,959	13.19%	0.00%	13.19%	$2,258,234.45	7.46%	13.24 %	Total:	$2,258,234.45
								LEA-wide Total:	$0.00
								Limited Total:	$521,126.00
								Schoolwide Total:	$1,737,108.45

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	Schoolwide	English Learners Foster Youth Low Income	All Schools	$118,590.00	
1	1.2	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,266.00	
1	1.3	Academic Administrator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$58,968.00	
1	1.4	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$205,003.00	
1	1.6	Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$313,682.00	
1	1.7	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,434.00	

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	1.8	Career & Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	$242,798.00	
1	1.9	Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$71,433.00	1.26%
2	2.2	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,589.00	
2	2.3	Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,791.00	
3	3.1	Student ISP Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$308,522.00	
3	3.2	Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$269,890.00	5.18%
3	3.3	Accountability	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$84,357.00	
3	3.4	Curriculum Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$117,260.00	
3	3.6	New Teacher Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$68,671.00	
3	3.7	HS Scheduling	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	$26,550.00	
4	4.1	Compass	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$93,877.00	
4	4.2	Attendance Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		1.02%

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 (%)
5	5.1	Graduation Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	High school	$47,158.00	
5	5.2	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School	$1,012.00	
5	5.3	Guidance Program	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	$54,023.45	
5	5.5	Math/ELA Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	$54,360.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,040,030.19	$3,723,837.45

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	$125,115.80	$30,151
1	1.2	Assessments	Yes	$75,981.24	$34,374.17
1	1.3	Academic Administrator	Yes	$34,176.35	$40,439.48
1	1.4	English Learner Support	Yes	$169,705.34	$185,126.98
1	1.6	Instructional Coaches	Yes	$290,588.04	$310,263.27
1	1.7	Summer School	Yes	$105,247.35	$94,504
1	1.8	Career & Technical Education (CTE)	Yes	$410,015.76	$295,908
1	1.9	Instructional Support	Yes	$228,187.06	$307,547
2	2.2	English Language Services	Yes	$5,030.73	$11,187.35
2	2.3	Engagement	Yes	$111,198.57	$75,786

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)
2	2.5	Social Emotional Learning, Prevention, and Intervention	No	$177,133.00	$164,556
3	3.1	Student ISP Reimbursement	Yes	$529,698.81	$386,759.81
3	3.2	Teachers	Yes	$456,050.63	$713,489.53
3	3.3	Accountability	Yes	$155,906.05	$181,444
3	3.4	Curriculum Specialists	Yes	$91,448.67	$111,074.86
3	3.5	McKinney Vento/Foster Youth Support	No	$29,150.00	$27,006
3	3.6	New Teacher Training	No	$119,689.00	$97,613
3	3.7	HS Scheduling	Yes	$16,839.81	$17,160
4	4.1	Compass	Yes	$297,931.89	$311,822
4	4.2	Attendance Interventions	Yes		
5	5.1	Graduation Coaches	No Yes	$183,474.68	$171,867
5	5.2	Transcript Evaluation Service	Yes	$554.41	$308

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Guidance Program	No	$6,240.00	$2,622
5	5.4	Math Coaches	No	$18,911.00	$19,166
5	5.5	Math/ELA Intervention	No	$129,720.00	$110,110
5	5.6	A-G Completion	No	$272,036.00	$23,552

022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,329,930	$2,340,363.19	$2,522,012.14	($181,648.95)	7.15%	6.55%	-0.60%

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	$296.80	$8,330.31		
1	1.2	Assessments	Yes	$75,981.24	$34,373.86		
1	1.3	Academic Administrator	Yes	$34,176.35	$40,439.60		
1	1.4	English Learner Support	Yes	$169,705.34	$185,127.19		
1	1.6	Instructional Coaches	Yes	$290,588.04	$310,263.39		
1	1.7	Summer School	Yes	$74,615.35	$89,493.28		
1	1.8	Career & Technical Education (CTE)	Yes	$275,439.76	$199,942.95		
1	1.9	Instructional Support	Yes	$62,356.06	$105,008.24	1.45%	1.48%
2	2.2	English Language Services	Yes	$5,030.73	$11,187.60		
2	2.3	Engagement	Yes	$47,707.57	$28,495.43		
3	3.1	Student ISP Reimbursement	Yes	$529,698.81	$386,760.22		
3	3.2	Teachers	Yes	$456,050.63	$713,490.03	4.51%	3.88%

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	3.3	Accountability	Yes	$106,658.05	$146,623.20		
3	3.4	Curriculum Specialists	Yes	$91,448.67	$111,074.74		
3	3.7	HS Scheduling	Yes	$11,317.81	$11,672.47		
4	4.1	Compass	Yes	$55,096.89	$86,638.67		
4	4.2	Attendance Interventions	Yes			1.19%	1.19%
5	5.1	Graduation Coaches	Yes	$53,640.68	$53,090.96		
5	5.2	Transcript Evaluation Service	Yes	$554.41	$0		

022-23 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)
$33,143,983	$4,329,930	0.39%	13.45%	$2,522,012.14	6.55%	14.16%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

ıe LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the ıtcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement th educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP mplate do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging ducational partners.

a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of ıe school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 2066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all udgeted and actual expenditures are aligned.

he revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on ıctions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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

urpose

gnificant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the udent groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such ngagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally entified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

tatute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, rincipals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school istricts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The uperintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must lso consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

ncreased or Improved Services for Foster Youth, English Learners, and Low-ncome Students

Purpose

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

equirements and Instructions

rojected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the EA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner udents.

rojected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, s described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***rojected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services r unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated ursuant to 5 *CCR* Section 15496(a)(7).

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

CFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not dentified 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

chool Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required escription supporting the use of the funds on a schoolwide basis.

or schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and ffective in meeting its goals for its unduplicated pupils in the state and any local priorities.

or school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: escribe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster outh, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the ercentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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.

ction Tables

omplete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action ables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and e LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying e column(s) where information will be entered. Information is not entered on the remaining Action tables.

ne 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)

ote: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For xample, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

he Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be ncluded. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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

n 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 he drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in he 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 the LEA estimates it will actually receive based on of 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.

CFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

alifornia Department of Education
anuary 2022

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: Fiscal Year 2023-24 First Interim Budget Update

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at San Diego approve the "First 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 2023-24 fiscal year was based on anticipated P2 ADA of 3,278 students. The current P2 ADA estimate for California Virtual Academy at San Diego has increased to 3,504 students, which is expected to generate $50,640,726 in funding. The current budget anticipates an ending fund balance of $5,558,533, including an estimated surplus of $2,631,696 in the current fiscal year, which California Virtual Academy at San Diego will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $50,640,726. The school anticipates an ending fund balance of $5,558,533 for the 2023-24 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the First Interim Budget Update for the 2023-24 school year on behalf of California Virtual Academy at San Diego.

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: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X				X	
Ruben Garcia				X		
Shelly Hess	X					X
Lori Enroth	X					
Stephanie Green				X		

California Virtual Academy at San Diego

Board Presentation

Fiscal Year 2023-24

First Interim Budget

CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at San Diego

Summary of Changes from Fiscal Year 2023-24 Adopted Budget

Category	Current	Incr (Decr)	Reason
ADA	3,504	225	7% increase compared to Fiscal Year 2023-24 Adopted Budget
LCFF Revenue	$ 44,371,015	$ 3,015,838	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	$ 6,233,830	$ 44,610	Primarily due to a rate driven increase in State SpEd funding, nearly offset by a decrease in planned estimated Title & ESSER expenditures.
Expenses	$ 48,009,030	$ 2,245,908	Primarily due an increase in enrollment driven & restricted funded certificated personnel, an estimated SpEd contracted services expenditures, partially offset by a decrease in per pupil rate of student materials & services

Fiscal Year 2023-24 First Interim Budget Highlights

SB740	44.18%	Certificated salaries and benefits, as a percent of revenue, is 4.2% higher than required
	80.01%	Instruction and instruction-related services, as a percent of revenue, is 0.0% higher than required
K12 Invoice Credits	$ -	Amount of credits issued by K12 for Fiscal Year 2023-24, which guarantee the school does not end the year with a deficit

California Virtual Academy at San Diego

Fiscal Year 2023-24

First Interim Budget Comparison

Description	Object Code	2023-24 Adopted Budget	2023-24 First Interim Budget	vs. Adopted Budget Increase (Decrease) $ Difference	% Change	
P2 ADA		3,278	3,504	225	6.87%	a
A. REVENUES						
1. LCFF/Revenue Limit Sources	8010-8099	$ 41,355,177	$ 44,371,015	$ 3,015,838	7.29%	b
2. Federal Revenues	8100-8299	2,159,684	1,792,496	(367,188)	-17.00%	c
3. Other State Revenues	8300-8599	4,029,536	4,441,335	411,799	10.22%	d
4. Other Local Revenues	8600-8799	22,398	35,881	13,483	60.20%	
5. TOTAL REVENUES		**$ 47,566,795**	**$ 50,640,726**	**$ 3,073,931**	**6.46%**	
B. EXPENDITURES						
1. Certficated Salaries	1000-1999	$ 13,452,915	$ 14,771,495	$ 1,318,580	9.80%	e
2. Non-certificated Salaries	2000-2999	1,060,642	920,810	(139,833)	-13.18%	f
3. Employee Benefits	3000-3999	5,105,283	5,506,455	401,172	7.86%	g
4. Books and Supplies	4000-4999	11,105,707	10,008,034	(1,097,673)	-9.88%	h
5. Services and Other Operating Expenditures	5000-5999	14,960,269	16,715,352	1,755,083	11.73%	i
6. Capital Outlay	6000-6999	78,306	86,884	8,578	10.95%	j
7. Other Outgo	7100-7499	-	-	-		
8. TOTAL EXPENDITURES		**$ 45,763,122**	**$ 48,009,030**	**$ 2,245,908**	**4.91%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		**1,803,673**	**2,631,696**	**828,024**	45.91%	
D. OTHER FINANCING SOURCES/USES		-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		**1,803,673**	**2,631,696**	**828,024**	45.91%	

EXPLANATION OF VARIANCES:

a 7% increase compared to Fiscal Year 2023-24 Adopted Budget

b Increase primarily due to increase in estimated P2 ADA

c Primarily due to a decrease in planned Title & ESSERspending, and rate driven decrease in estimated federal SpEd funding

d Primarily due by an enrollment driven increase in State SpEd funding

e Primarily due to increase in enrollment driven & restricted funded certificated personnel

f Primarily due to decrease in school's allocation of restricted funded classified FTEs

g Primarily due to increase in certificated personnel payroll

h Primarily due to decrease in per pupil rate of student materials and services

i Primarily due to an increase in planned restricted fund expenditures, an increase in K12 support services and technology fees, and an increase in estimated SpEd contracted services expenditures

j Due to estimated increase in asset purchases - employee computers and technology

California Virtual Academy at San Diego

Fiscal Year 2023-24
First Interim Budget

Senate Bill 740 Instructional Cost

	Object Code		Total
Certificated Salaries and Benefits			
Certificated Teacher Salaries	1100	$	14,041,487
Cert. Supervisors' and Admin. Salaries	1300	$	715,634
Additional Certificated Personnel Pay	1900	$	14,374
Certificated Employee Benefits	3000-3999	$	5,133,509
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	2,469,415
Certificated Staff Cost		**$**	**22,374,418**
Non-Certificated Support Salaries	2200	$	920,810
Non-Certificated Employee Benefits	3000-3999	$	372,946
Approved Textbooks and Core Curricula Materials	4100	$	9,622,133
Materials and Supplies	4300	$	385,901
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	274,379
Travel and Conferences	5200	$	285,876
Inst. Computers/Printers/Leasing	5600	$	2,156,471
Contract - Student Instructional Technology (7%)	5800	$	3,524,280
Other Instructional and Operating Expenditures	5800	$	20,130
ISP Services/Telephone	5900	$	580,918
Instruction & Instruction-Related Costs		**$**	**18,143,844**
Total Instructional Cost		**$**	**40,518,263**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 22,374,418	$ 50,640,726	44.18%
B. Total Instructional Costs	$ 40,518,263	$ 50,640,726	80.01%
C. PTR (Pupil-Teacher Ratio)	**24.13**	**: 1**	

Note:

In order to qualify for a 100% funding recommendation from ACCS, California Virtual Academy at San Diego 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 2023-24 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 6,545,091	$ -	$ 6,545,091
Technology Fees (7%)	$ 3,524,280	$ -	$ 3,524,280
OLS - Curriculum & Development	$ 7,080,504	$ -	$ 7,080,504
Instruction Materials	$ 2,179,601	$ -	$ 2,179,601
Inst. Computers/Printers/Leasing	$ 2,059,604	$ -	$ 2,059,604
Total Net K12, Inc.-Related Expenditures	**$ 21,389,079**	**$ -**	**$ 21,389,079**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2023-24 FIRST INTERIM

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

To the entity that approved the charter school:

(___) 2023-24 CHARTER SCHOOL FIRST 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: December 7, 2023
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

(___) 2023-24 CHARTER SCHOOL FIRST 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 First Interim Report, please contact:

For Approving Entity:

Kathleen McKenzie
Name

Asst. Supt. HR & Business Services
Title

760-765-0336
Phone

kathleen@svesd.net
E-mail

For Charter School:

Francis "Paco" Burke
Name

Chief Business Official
Title

805.232.4142
Phone

fburke@caliva.org
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
2023-24 FIRST INTERIM - SUMMARY

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

Description	Object Code	2023-24 Adopted Budget (X)	2023-24 First Interim (Z)	Adopted Budget vs. First Interim Increase (Decrease) $ Difference (Z) vs. (X)	Adopted Budget vs. First Interim Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	41,355,177	44,371,015	3,015,838	7.29%
2. Federal Revenues	8100-8299	2,159,684	1,792,496	-367,188	-17.00%
3. Other State Revenues	8300-8599	4,029,536	4,441,335	411,799	10.22%
4. Other Local Revenues	8600-8799	22,398	35,881	13,483	60.20%
5. TOTAL REVENUES		47,566,795	50,640,726	3,073,931	6.46%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	13,452,915	14,771,495	1,318,580	9.80%
2. Non-certificated Salaries	2000-2999	1,060,642	920,810	-139,833	-13.18%
3. Employee Benefits	3000-3999	5,105,283	5,506,455	401,172	7.86%
4. Books and Supplies	4000-4999	11,105,707	10,008,034	-1,097,673	-9.88%
5. Services and Other Operating Expenditures	5000-5999	14,960,269	16,715,352	1,755,083	11.73%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	78,306	86,884	8,578	10.95%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		45,763,122	48,009,030	2,245,908	4.91%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,803,673	2,631,696	828,024	45.91%
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)		1,803,673	2,631,696	828,024	45.91%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance	9791	2,047,944	2,965,105	917,160	44.78%
a. As of July 1	9793, 9795	0	-38,268	-38,268	New
b. Adjustments to Beginning Balance		2,047,944	2,926,837		
c. Adjusted Beginning Balance		3,851,617	5,558,533		
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	3,851,617	5,558,533	1,706,916	44%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2023-24 First Interim Report - Detail

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Adopted Budget			2023-24 Actuals thru 10/31			2023-24 First Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	30,873,861	-	30,873,861	10,667,097	-	10,667,097	32,531,676	-	32,531,676
Education Protection Account State Aid - Current Year	8012	10,242,499	-	10,242,499	3,854,462	-	3,854,462	11,582,185	-	11,582,185
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	238,817	-	238,817	85,416	-	85,416	257,154	-	257,154
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		41,355,177	-	41,355,177	14,606,975	-	14,606,975	44,371,015	-	44,371,015
2. Federal Revenues										
No Child Left Behind	8290	-	1,420,405	1,420,405	-	309,870	309,870	-	1,166,991	1,166,991
Special Education - Federal	8181, 8182	-	566,964	566,964	-	-	-	-	500,860	500,860
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	172,315	172,315	-	88,282	88,282	-	124,644	124,644
Total, Federal Revenues		-	2,159,684	2,159,684	-	398,152	398,152	-	1,792,496	1,792,496
3. Other State Revenues										
Special Education - State	StateRevSE	-	2,973,360	2,973,360	-	1,128,215	1,128,215	-	3,392,555	3,392,555
All Other State Revenues	StateRevAO	677,324	378,852	1,056,176	236,165	103,426	339,592	701,167	347,612	1,048,779
Total, Other State Revenues		677,324	3,352,212	4,029,536	236,165	1,231,641	1,467,806	701,167	3,740,167	4,441,335
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	22,398	-	22,398	19,672	-	19,672	35,881	-	35,881
Total, Local Revenues		22,398	-	22,398	19,672	-	19,672	35,881	-	35,881
5. TOTAL REVENUES		42,054,899	5,511,896	47,566,795	14,862,812	1,629,793	16,492,605	45,108,063	5,532,663	50,640,726
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	10,520,209	2,204,644	12,724,853	3,414,163	440,339	3,854,502	12,722,817	1,318,670	14,041,487
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	498,516	228,486	727,002	140,680	97,864	238,545	422,040	293,593	715,634
Other Certificated Salaries	1900	937	123	1,060	-	-	-	12,804	1,570	14,374
Total, Certificated Salaries		11,019,661	2,433,254	13,452,915	3,554,843	538,203	4,093,046	13,157,661	1,613,834	14,771,495
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	243,515	817,128	1,060,642	49,575	168,886	218,461	208,960	711,850	920,810
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		243,515	817,128	1,060,642	49,575	168,886	218,461	208,960	711,850	920,810
3. Employee Benefits										
STRS	3101-3102	2,104,755	464,751	2,569,507	661,386	120,386	781,772	2,513,113	308,242	2,821,355
PERS	3201-3202	64,970	218,010	282,979	13,227	45,059	58,285	55,750	189,922	245,672
OASDI / Medicare / Alternative	3301-3302	253,291	75,351	328,641	67,041	15,254	82,295	233,576	53,147	286,723
Health and Welfare Benefits	3401-3402	1,587,216	120,751	1,707,967	494,251	98,566	592,817	1,910,693	14,556	1,925,250
Unemployment Insurance	3501-3502	36,757	9,538	46,295	14,489	2,700	17,189	50,481	9,408	59,889
Workers' Compensation Insurance	3601-3602	134,892	35,001	169,894	40,539	7,555	48,094	141,243	26,323	167,566
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		4,181,881	923,402	5,105,283	1,290,933	289,520	1,580,453	4,904,857	601,598	5,506,455
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	10,660,131	60,874	10,721,006	3,532,419	47,120	3,579,539	9,495,469	126,664	9,622,133
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	365,421	19,281	384,701	1,299	195	1,494	335,604	50,298	385,901
Noncapitalized Equipment	4400	-	-	-	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		11,025,552	80,155	11,105,707	3,533,718	47,315	3,581,033	9,831,072	176,962	10,008,034

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2023-24 First Interim Report - Detail

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(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

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[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2023-24 Adopted Budget			2023-24 Actuals thru 10/31			2023-24 First Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	2,048,077	2,048,077	-	377,344	377,344	-	2,743,794	2,743,794
Travel and Conferences	5200	11,743	72,021	83,764	28,575	13,714	42,289	193,166	92,710	285,876
Dues and Memberships	5300	7,416	7,038	14,454	23,208	9,215	32,423	50,174	19,922	70,096
Insurance	5400	56,519	-	56,519	19,931	-	19,931	57,950	-	57,950
Operations and Housekeeping Services	5500	23,741	-	23,741	4,409	-	4,409	18,969	-	18,969
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,922,002	-	1,922,002	769,742	-	769,742	2,156,471	-	2,156,471
Transfers of Direct Costs	5700	-	-	-	-	-		-	-	
Professional/Consulting Services and Operating Expend.	5800	10,025,973	81,108	10,107,081	3,478,542	51,715	3,530,258	10,643,048	158,230	10,801,278
Communications	5900	694,226	10,406	704,632	194,013	2,745	196,757	572,813	8,104	580,918
Total, Services and Other Operating Expenditures		12,741,619	2,218,650	14,960,269	4,518,421	454,734	4,973,155	13,692,591	3,022,761	16,715,352
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	78,306	-	78,306	35,184	(0)	35,184	86,884	(0)	86,884
Total, Capital Outlay		78,306	-	78,306	35,184	(0)	35,184	86,884	(0)	86,884
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		39,290,534	6,472,588	45,763,122	12,982,674	1,498,659	14,481,333	41,882,026	6,127,004	48,009,030
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,764,365	(960,692)	1,803,673	1,880,138	131,135	2,011,273	3,226,037	(594,341)	2,631,696
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	(960,692)	960,692	-	131,135	(131,135)	-	(594,341)	594,341	-
4. TOTAL OTHER FINANCING SOURCES / USES		(960,692)	960,692	-	131,135	(131,135)	-	(594,341)	594,341	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,803,673	-	1,803,673	2,011,273	-	2,011,273	2,631,696	-	2,631,696
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance	9791	2,047,944	-	2,047,944	2,965,105	-	2,965,105	2,965,105	-	2,965,105
a. As of July 1	9793, 9795	-	-	-	(38,268)	-	(38,268)	(38,268)	-	(38,268)
b. Adjustments to Beginning Balance		2,047,944	-	2,047,944	2,926,837	-	2,926,837	2,926,837	-	2,926,837
c. Adjusted Beginning Balance		3,851,617	-	3,851,617	4,938,110	-	4,938,110	5,558,533	-	5,558,533
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 Uncertainities	9789	-	-	-	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	3,851,617	-	3,851,617	4,938,110	-	4,938,110	5,558,533	-	5,558,533

California Virtual Academy at San Diego

Fiscal Year 2023-24
First Interim Budget

Multi-Year Projection Assumptions			
Factor	**FY 2023-24 (Y1)**	**FY 2024-25 (Y2)**	**FY 2025-26 (Y3)**
Estimated Enrollment	3,607	3,680	3,754
Estimated # Unduplicated Pupils	2,356	2,404	2,452
Estimated P2 ADA	3,504	3,539	3,574
Average Daily Attendance Growth Rate [1]	7.9%	1.0%	1.0%
Special Education	7.9%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.55%	3.03%	2.64%
Statutory Cost-of-Living Allowance (COLA)	8.22%	1.00%	3.29%
Augmentation Factor (FCMAT Calculator)	0.00%	0.00%	0.00%
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]	8.79%	0.55%	3.26%
Estimated Certificated FTEs	188.9	190.8	192.7
% Increase (Decrease) Certificated FTEs	4.73%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	4.84%	2.52%	2.46%
Salaries (Min Wage Schedule)	3.33%	2.50%	2.44%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	20.2	20.2	20.2
% Increase (Decrease) Classified FTEs	0.23%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	-13.39%	3.03%	2.64%
CalPERS Employer Rate (statutory)	26.68%	27.70%	28.30%
Other State Revenues: Lottery	$ 844,323	$ 869,906	$ 892,871
Other State Revenues: Mandated Block Grant	$ 100,986	$ 101,996	$ 105,351
Other State Revenues: A-G Completion	$ 98,282	$ 99,265	$ 102,530
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 3,317	$ 3,351	$ 3,461
Other State Revenues: Educator Effectiveness	$ 1,871	$ 1,890	$ 1,952
Other Federal Revenues: ESSA CSI	$ -	$ -	$ -
Other Federal Revenues: ESSER I, II, III	$ 124,644	$ -	$ -

[1] FY 2023-24 growth rate based on FY 2022-23 P2 ADA

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

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2023-24 First Interim

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

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 2023-24 Unrestricted	FY 2023-24 Restricted	FY 2023-24 Total	2024-25 Projections	2025-26 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	32,531,676	0	32,531,676	32,990,448	34,414,580
Education Protection Account State Aid - Current Year	8012	11,582,185	0	11,582,185	11,814,989	12,325,738
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	257,154	0	257,154	257,154	257,154
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		44,371,015	0	44,371,015	45,062,591	46,997,472
2. Federal Revenues						
No Child Left Behind	8290	0	1,166,991	1,166,991	1,202,351	1,234,093
Special Education - Federal	8181, 8182	0	500,860	500,860	505,869	510,927
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	124,644	124,644	0	0
Total, Federal Revenues		0	1,792,496	1,792,496	1,708,220	1,745,021
3. Other State Revenues						
Special Education - State	StateRevSE	0	3,392,555	3,392,555	3,426,481	3,460,746
All Other State Revenues	StateRevAO	701,167	347,612	1,048,779	1,076,407	1,106,166
Total, Other State Revenues		701,167	3,740,167	4,441,335	4,502,888	4,566,912
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	35,881	0	35,881	0	0
Total, Local Revenues		35,881	0	35,881	0	0
5. TOTAL REVENUES		45,108,063	5,532,663	50,640,726	51,273,699	53,309,405
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	12,722,817	1,318,670	14,041,487	14,539,991	15,049,643
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	422,040	293,593	715,634	737,317	756,783
Other Certificated Salaries	1900	12,804	1,570	14,374	14,810	15,201
Total, Certificated Salaries		13,157,661	1,613,834	14,771,495	15,292,119	15,821,626
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	208,960	711,850	920,810	948,710	973,756
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		208,960	711,850	920,810	948,710	973,756
3. Employee Benefits						
STRS	3101-3102	2,513,113	308,242	2,821,355	2,920,795	3,021,931
PERS	3201-3202	55,750	189,922	245,672	262,793	275,573
OASDI / Medicare / Alternative	3301-3302	233,576	53,147	286,723	290,340	299,595
Health and Welfare Benefits	3401-3402	1,910,693	14,556	1,925,250	1,871,668	1,918,900
Unemployment Insurance	3501-3502	50,481	9,408	59,889	60,645	62,578
Workers' Compensation Insurance	3601-3602	141,243	26,323	167,566	169,680	175,089
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		4,904,857	601,598	5,506,455	5,575,920	5,753,666

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2023-24 First Interim

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

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 2023-24 Unrestricted	FY 2023-24 Restricted	FY 2023-24 Total	2024-25 Projections	2025-26 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	9,495,469	126,664	9,622,133	9,727,559	10,044,559
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	335,604	50,298	385,901	397,594	408,091
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		9,831,072	176,962	10,008,034	10,125,153	10,452,650
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	2,743,794	2,743,794	2,826,931	2,901,562
Travel and Conferences	5200	193,166	92,710	285,876	294,538	302,314
Dues and Memberships	5300	50,174	19,922	70,096	25,060	25,722
Insurance	5400	57,950	0	57,950	59,706	61,282
Operations and Housekeeping Services	5500	18,969	0	18,969	19,544	20,060
Rentals, Leases, Repairs, and Noncap. Improvements	5600	2,156,471	0	2,156,471	2,180,002	2,251,075
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	10,643,048	158,230	10,801,278	10,941,310	11,371,842
Communications	5900	572,813	8,104	580,918	598,520	614,320
Total, Services and Other Operating Expenditures		13,692,591	3,022,761	16,715,352	16,945,611	17,548,178
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*	86,884	(0)	86,884	89,517	91,880
Total, Capital Outlay		86,884	(0)	86,884	89,517	91,880
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		41,882,026	6,127,004	48,009,030	48,977,031	50,641,755
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,226,037	(594,341)	2,631,696	2,296,668	2,667,649
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	(594,341)	594,341	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(594,341)	594,341	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,631,696	0	2,631,696	2,296,668	2,667,649

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2023-24 First Interim

Charter School Name: California Virtual Academy @
(continued) San Diego
CDS #: 37-68403-6120893
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 0493
Fiscal Year: 2023-24

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[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24 Unrestricted	FY 2023-24 Restricted	FY 2023-24 Total	2024-25 Projections	2025-26 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance	9791	2,965,105	0	2,965,105	5,558,533	7,855,201
a. As of July 1	9793, 9795	(38,268)	0	(38,268)		
b. Adjustments to Beginning Balance		2,926,837	0	2,926,837	5,558,533	7,855,201
c. Adjusted Beginning Balance		5,558,533	0	5,558,533	7,855,201	10,522,850
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	5,558,533	0	5,558,533	7,855,201	10,522,850

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at San Diego

Fiscal Year 2023-24

First Interim Budget

Cash Flow Worksheet

		Actual Cash Flow				Forecast Cash Flow									
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**5,127,594**	**9,827,156**	**9,102,366**	**6,992,320**	**9,995,792**	**8,033,216**	**6,518,765**	**7,989,001**	**6,026,426**	**4,825,379**	**6,295,616**	**4,333,041**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8020-8079	0	0	0	0	0	0	0	0	0	0	0	0		0
State Aid - LCFF & EPA	8010-8019	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	446,547	57	49,704	(65,739)	0	0	0	0	0	0	0	0		430,568
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0		0
Interfund Transfers In	8910-8929	5,168,300	1,400,000	1,100,000	5,200,000	3,085,311	3,533,435	6,518,123	3,085,311	3,846,840	6,518,123	3,085,311	3,846,840	3,822,562	50,210,158
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		**5,614,847**	**1,400,057**	**1,149,704**	**5,134,261**	**3,085,311**	**3,533,435**	**6,518,123**	**3,085,311**	**3,846,840**	**6,518,123**	**3,085,311**	**3,846,840**	**3,822,562**	**50,640,726**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	613,355	1,478,737	(3,514)	893,173	1,571,966	1,571,966	1,571,966	1,571,966	1,571,966	1,571,966	1,571,966	785,983	0	14,771,495
Classified Salaries	2000-2999	0	0	0	0	115,101	115,101	115,101	115,101	115,101	115,101	115,101	115,101	0	920,810
Employee Benefits	3000-3999	145,910	63,073	55,652	63,269	647,319	647,319	647,319	647,319	647,319	647,319	647,319	647,319	0	5,506,455
Supplies and Services	4000-5999	156,020	583,037	3,207,612	1,155,596	2,702,640	2,702,640	2,702,640	2,702,640	2,702,640	2,702,640	2,702,640	2,702,640	0	26,723,386
Capital Outlays	6000-6599	0	0	0	0	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	0	86,884
Other Outgo	7000-7499	0	0	0	18,751	0	0	0	0	0	0	0	0	(18,751)	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		**915,285**	**2,124,848**	**3,259,750**	**2,130,789**	**5,047,887**	**5,047,887**	**5,047,887**	**5,047,887**	**5,047,887**	**5,047,887**	**5,047,887**	**4,261,904**	**(18,751)**	**48,009,030**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															
Accounts Payable															
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**4,699,562**	**(724,791)**	**(2,110,046)**	**3,003,472**	**(1,962,575)**	**(1,514,452)**	**1,470,237**	**(1,962,575)**	**(1,201,046)**	**1,470,237**	**(1,962,575)**	**(415,063)**	**3,841,313**	**2,631,696**
F. ENDING CASH (A + E)		**9,827,156**	**9,102,366**	**6,992,320**	**9,995,792**	**8,033,216**	**6,518,765**	**7,989,001**	**6,026,426**	**4,825,379**	**6,295,616**	**4,333,041**	**3,917,977**		
G. ENDING CASH, PLUS ACCRUALS															**7,759,290**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ San Diego (6120893) - FY23-24 First Interim
Budget

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING						
General Assumptions						
COLA & Augmentation	*0.00%*	*5.07%*	*13.26%*	*8.22%*	*1.00%*	*3.29%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement						
Base Grant	$18,651,823	$30,227,921	$32,090,982	$37,440,482	$38,193,001	$39,844,270
Grade Span Adjustment	600,493	1,177,797	1,214,046	1,619,106	1,652,253	1,722,871
Supplemental Grant	2,362,645	4,057,618	4,350,969	5,151,959	5,217,337	5,430,331
Concentration Grant	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	131,226	159,468	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$21,614,961**	**$35,463,336**	**$37,787,223**	**$44,371,015**	**$45,062,591**	**$46,997,472**
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	**21,614,961**	**35,463,336**	**37,787,223**	**44,371,015**	**45,062,591**	**46,997,472**
LCFF Entitlement Per ADA	**$ 9,763**	**$ 10,192**	**$ 11,641**	**$ 12,665**	**$ 12,735**	**$ 13,150**
Components of LCFF By Object Code						
State Aid (Object Code 8011)	$ 11,236,012	$ 18,352,126	$ 34,693,301	$ 32,531,676	$ 32,990,448	$ 34,414,580
EPA (for LCFF Calculation - Resource 1400 / Object Code 8012)	$ 10,161,965	$ 16,872,574	$ 2,836,768	$ 11,582,185	$ 11,814,989	$ 12,325,738
Local Revenue Sources:						
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	216,984	238,636	257,154	257,154	257,154	257,154
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**21,614,961**	**35,463,336**	**37,787,223**	**44,371,015**	**45,062,591**	**46,997,472**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ *(10,161,965)*	$ *(16,872,574)*	$ *(2,836,768)*	$ *(11,582,185)*	$ *(11,814,989)*	$ *(12,325,738)*
EPA in Excess to LCFF Funding	$ *10,161,965*	$ *16,872,574*	$ *2,836,768*	$ *11,582,185*	$ *11,814,989*	$ *12,325,738*
Total LCFF Entitlement	**21,614,961**	**35,463,336**	**37,787,223**	**44,371,015**	**45,062,591**	**46,997,472**
SUMMARY OF EPA						
% of Adjusted Revenue Limit - Annual	82.74488538%	75.37156903%	12.74780911%	44.55990366%	44.55990366%	44.55990366%
% of Adjusted Revenue Limit - P-2	70.06785065%	73.31789035%	12.74780911%	44.55990366%	44.55990366%	44.55990366%
EPA (for LCFF Calculation purposes)						
EPA, Current Year (Object Code 8012)	$ 10,161,965	$ 16,872,574	$ 2,836,768	$ 11,582,185	$ 11,814,989	$ 12,325,738
(P-2 plus Current Year Accrual)						
EPA, Prior Year Adjustment (Object Code 8019)	$ 5,963.00	$ 1,556,877.00	$ 476,007.00	$ -	$ -	$ -
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Accrual (from Data Entry tab)						
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES						
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ 19,252,316	$ 31,405,718	$ 33,305,028	$ 39,059,588	$ 39,845,254	$ 41,567,141
Supplemental and Concentration Grant funding in the LCAP year	$ 2,362,645	$ 4,057,618	$ 4,350,969	$ 5,151,959	$ 5,217,337	$ 5,430,331
Percentage to Increase or Improve Services	12.27%	12.92%	13.06%	13.19%	13.09%	13.06%
SUMMARY OF STUDENT POPULATION						
Unduplicated Pupil Population						
Enrollment	3,642	3,719	3,294	3,607	3,644	3,680
COE Enrollment	-	-	-	-	-	-
Total Enrollment	**3,642**	**3,719**	**3,294**	**3,607**	**3,644**	**3,680**
Unduplicated Pupil Count	2,312	2,481	2,167	2,356	2,380	2,404
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	**2,312**	**2,481**	**2,167**	**2,356**	**2,380**	**2,404**
Rolling %, Supplemental Grant	61.3600%	64.6000%	65.3200%	65.9500%	65.4700%	65.3200%
Rolling %, Concentration Grant	45.7600%	46.2300%	47.1200%	47.1200%	47.1200%	47.1200%

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT # 04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: The ratification of disbursements made by California Virtual Academy at San Diego from August 2023 through October 2023.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at San Diego ratify the disbursements made by the school from August 2023 through October 2023.

BACKGROUND:
On a monthly basis, California Virtual Academy at San Diego 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 August 2023 through October 2023.

BUDGET IMPLICATIONS:
The total disbursements for the months of August, September, and October were $1,902,080, $4,849,518, and $3,028,508, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at San Diego from August 2023 through October 2023.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

Arlene Arroyo
Financial Analyst

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X					
Ruben Garcia				X		
Shelly Hess	X					X
Lori Enroth	X				X	
Stephanie Green				X		

California Virtual Academy at San Diego
Board Disbursements A/P Payment History Summary
August 01, 2023 - August 31, 2023

Row Labels	Sum of Amount
Insperity(CAVA@SAN DIEGO)	1,528,953.23
K12 MANAGEMENT INC	142,848.98
Spencer Valley Elementary School District(CAVA @ San Diego)	125,144.57
Virtual Technologies Group(CAVA @ San Diego)	42,083.16
E-Therapy LLC(CAVA @ San Diego)	14,404.40
State Board of Equalization(CAVA@SAN DIEGO)	11,673.80
Effectual Educational Consulting Service(CAVA @ San Diego)	4,873.75
Spectrum Center - Rossier Park High School(CAVA @ San Diego)	3,166.91
Green Hasson & Janks LLP(CAVA @ San Diego)	2,800.00
Amazon Capital Services(CAVA @ San Diego)	2,679.47
Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)	2,660.00
Specialized Therapy Services Inc(CAVA @ San Diego)	2,360.00
The Silly Room(CAVA @ San Diego)	2,150.00
EMHSports USA, Inc(CAVA @ San Diego)	1,870.00
National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	1,701.01
Specialized Education of California Inc(CAVA @ San Diego)	1,587.32
Beyond Blindness, Inc.(CAVA @ San Diego)	1,430.12
Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	1,350.00
Anchor Counseling & Education Solutions(CAVA @ San Diego)	1,010.00
Partners in Special Education(CAVA @ San Diego)	920.00
EBS Healthcare Inc.(CAVA @ San Diego)	843.96
TalkPath Live(CAVA @ San Diego)	833.50
El Paseo Children's Center, Inc.(CAVA @ San Diego)	750.00
PresenceLearning, Inc.(CAVA @ San Diego)	725.00
EverDriven Technologies LLC(CAVA @ San Diego)	540.75
Adapted Child's Play(CAVA @ San Diego)	458.06
Speech Guy, LLC(CAVA @ San Diego)	432.82
Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	322.50
A1 Speech Therapy, Inc.(CAVA @ San Diego)	300.00
Kadiant, LLC(CAVA @ San Diego)	270.00
Bridge The Gap Sped, LLC(CAVA @ San Diego)	265.00
Lighthouse for the Blind and Visually Impaired(CAVA @ San Diego)	232.49
Foundations Therapy Service(CAVA @ San Diego)	148.50
Laura Gutierrez(CAVA @ San Diego)	145.33
Augmentative Communications Solutions(CAVA @ San Diego)	87.50
School Pathways LLC(CAVA @ San Diego)	57.78
Grand Total	**1,902,080**

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
August 01, 2023 - August 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128133 - A1 Speech Therapy, Inc.(CAVA@SAN DIEGO)	Bill	08/11/2023	INV-00217		(300.00)
	Bill Payment	08/11/2023	128133		300.00
					0.00
Bill Payment #128165 - Amazon Capital Services(CAVA @ San Diego)	Bill	08/25/2023	1X9W-6GGV-1G9T	Amazon Capital - Credit Memo# 1LCR-MQ4H-PMCC	(10.18)
	Bill Payment	08/27/2023	128165		10.18
Bill Payment #128154 - Amazon Capital Services(CAVA @ San Diego)	Bill	08/16/2023	11FX-DGP6-4DLG		(96.94)
	Bill	08/16/2023	193D-KFNT-CRKP		(81.55)
	Bill	08/16/2023	1FWF-W16Y-9XHG		(233.78)
	Bill	08/16/2023	1KHR-6GKM-TVXF		(189.06)
	Bill	08/16/2023	1KNJ-JN66-HL93		(232.60)
	Bill	08/16/2023	1P46-R99Y-HH1P		(232.60)
	Bill	08/16/2023	1P6X-VYVL-P6V3		(96.94)
	Bill	08/16/2023	1RQF-WMC9-1K1W		(54.27)
	Bill	08/16/2023	1RX1-7FCW-F3YP		(231.63)
	Bill Payment	08/16/2023	128154		1,449.37
Bill Payment #128134 - Amazon Capital Services(CAVA @ San Diego)	Bill	08/11/2023	167G-GPWT-4CF4		(97.39)
	Bill	08/11/2023	16WW-TPV1-7FFW		(231.63)
	Bill	08/11/2023	193D-KFNT-1FD3		(106.66)
	Bill	08/11/2023	1C6Q-31GK-4PFY		(151.53)
	Bill	08/11/2023	1KNJ-JN66-4QMR		(150.83)
	Bill	08/11/2023	1L3N-7MVD-4CKG		(97.39)
	Bill	08/11/2023	1LXD-CD39-4FT4		(99.19)
	Bill	08/11/2023	1MNL-JV9M-319F		(187.46)
	Bill	08/11/2023	1P46-R99Y-4FXL		(97.84)
	Bill Payment	08/11/2023	128134		1,219.92
Bill Credit #Ref# 1LCR-MQ4H-PMCC - Amazon Capital Services(CAVA @ San Diego)	Bill	08/25/2023	1X9W-6GGV-1G9T	Amazon Capital - Credit Memo# 1LCR-MQ4H-PMCC	(86.76)
	Bill Credit	08/27/2023	Ref# 1LCR-MQ4H-PMCC		86.76
					0.00
Bill Payment #128138 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	Bill	08/11/2023	INV-00848		(322.50)
	Bill Payment	08/11/2023	128138		322.50
					0.00
Bill Payment #128169 - EBS Healthcare Inc.(CAVA@SAN DIEGO)	Bill	08/25/2023	INV-02767		(741.38)
	Bill Payment	08/27/2023	128169		741.38
Bill Payment #128140 - EBS Healthcare Inc.(CAVA@SAN DIEGO)	Bill	08/11/2023	INV-02757		(102.58)
	Bill Payment	08/11/2023	128140		102.58
					0.00
Bill Payment #128170 - Effectual Educational Consulting Service(CAVA@SAN DIEGO)	Bill	08/25/2023	INV-06953		(3,018.75)
	Bill	08/25/2023	INV-06965		(678.75)
	Bill	08/25/2023	INV-06975		(237.50)
	Bill	08/25/2023	INV-06976		(692.50)
	Bill	08/25/2023	INV-06977		(223.75)
	Bill Payment	08/27/2023	128170		4,851.25
					(22.50)
Bill Payment #128141 - Effectual Educational Consulting Service(CAVA@SAN DIEGO)	Bill	08/11/2023	INV-06944		22.50
	Bill Payment	08/11/2023	128141		0.00
					(680.00)
Bill Payment #128156 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	08/16/2023	INV-03240		680.00
	Bill Payment	08/16/2023	128156		(510.00)
Bill Payment #128143 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	08/11/2023	INV-03231		(680.00)
	Bill	08/11/2023	INV-03232		1,190.00
	Bill Payment	08/11/2023	128143		0.00
					(1,564.67)
Bill Payment #128168 - E-Therapy LLC(CAVA @ San Diego)	Bill	08/25/2023	INV-06755		1,564.67
	Bill Payment	08/27/2023	128168		(2,242.60)
Bill Payment #128139 - E-Therapy LLC(CAVA @ San Diego)	Bill	08/11/2023	INV-06733		(233.33)
	Bill	08/11/2023	INV-06696		(4,196.13)
	Bill	08/11/2023	INV-06734		(118.32)
	Bill	08/11/2023	INV-06707		(309.72)
	Bill	08/11/2023	INV-06689		(2,573.10)
	Bill	08/11/2023	INV-06735		(1,442.56)
	Bill	08/11/2023	INV-06736		(1,723.97)
	Bill	08/11/2023	INV-06746		12,839.73
	Bill Payment	08/11/2023	128139		0.00
					(148.50)
Bill Payment #128144 - Foundations Therapy Service(CAVA @ San Diego)	Bill	08/11/2023	INV-00735		148.50
	Bill Payment	08/11/2023	128144		0.00
					(61,523.71)
Bill Payment #ACH 08.28.2023 - K12 MANAGEMENT INC	Bill	06/19/2023	SD - INV-003-10752 - Jun 23 - OLS	SD - INV-003-10752 - Jun 23 - OLS	(81,325.27)
	Bill	07/19/2023	SD - INV-003-11110 - Jul 23 - COM	SD - INV-003-11110 - Jul 23 - COM	142,848.98
	Bill Payment	08/28/2023	ACH 08.28.2023	AUG 2023 K12 Payment	0.00
					(58.80)
Bill Payment #128146 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	Bill	08/11/2023	INV-05106		(577.57)
	Bill	08/11/2023	INV-05107		(352.83)
	Bill	08/11/2023	INV-05115		(642.60)
	Bill	08/11/2023	INV-05121		(69.21)
	Bill	08/11/2023	INV-05122		1,701.01
	Bill Payment	08/11/2023	128146		(0.00)
					(800.00)
Bill Payment #128161 - Partners in Special Education(CAVA @ San Diego)	Bill	08/16/2023	INV-00907		800.00
	Bill Payment	08/16/2023	128161		(80.00)
Bill Payment #128147 - Partners in Special Education(CAVA @ San Diego)	Bill	08/11/2023	INV-00898		(40.00)
	Bill	08/11/2023	INV-00904		120.00
	Bill Payment	08/11/2023	128147		0.00
					(725.00)
Bill Payment #128149 - PresenceLearning, Inc.(CAVA @ San Diego)	Bill	08/11/2023	INV-08252		725.00
	Bill Payment	08/11/2023	128149		0.00
					(760.00)
Bill Payment #128174 - Specialized Therapy Services Inc(CAVA@SAN DIEGO)	Bill	08/25/2023	INV-01073		760.00
	Bill Payment	08/27/2023	128174		(1,600.00)
Bill Payment #128151 - Specialized Therapy Services Inc(CAVA@SAN DIEGO)	Bill	08/11/2023	INV-01077		1,600.00
	Bill Payment	08/11/2023	128151		

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
August 01, 2023 - August 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128175 - Speech Guy, LLC(CAVA @ San Diego)	Bill	08/25/2023	INV-00860		0.00
	Bill Payment	08/27/2023	128175		(432.82)
					432.82
Bill Payment #128148 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Diego)	Bill	08/11/2023	INV-00686		0.00
	Bill Payment	08/11/2023	128148		(833.50)
					833.50
Bill Payment #128160 - MK Innovations Inc dba The Silly Room(CAVA @ San Diego)					0.00
	Bill	08/16/2023	INV-00508		(2,150.00)
	Bill Payment	08/16/2023	128160		2,150.00
Bill Payment #128176 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	08/25/2023	203014		0.00
	Bill	08/25/2023	203021		(165.95)
	Bill	08/25/2023	203024		(7,689.81)
	Bill	08/25/2023	203058		(1,113.20)
	Bill	08/25/2023	203059		(3,068.59)
	Bill	08/25/2023	203060		(1,153.87)
	Bill	08/25/2023	203130		(1,156.30)
	Bill	08/25/2023	203131		(1,512.96)
	Bill Payment	08/27/2023	128176		(1,512.96)
Bill Payment #128164 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	08/18/2023	202926		17,373.64
	Bill	08/18/2023	202957		(1,093.70)
	Bill	08/17/2023	202518		(13,455.43)
	Bill	08/17/2023	202547		(1,069.34)
	Bill	08/17/2023	202873		(3,075.92)
	Bill	08/17/2023	202905		(4,613.89)
	Bill Payment	08/18/2023	128164		(1,069.34)
Bill Payment #128162 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	08/16/2023	202967		24,377.62
	Bill Payment	08/16/2023	128162		(165.95)
Bill Payment #128153 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	08/11/2023	202531		165.95
	Bill Payment	08/11/2023	128153		(165.95)
Amount Unapplied - Bill Payment #128176 - Virtual Technologies Group(CAVA@SAN DIEGO)					165.95
					(0.00)
Bill Payment #128135 - Anchor Counseling & Education Solutions(CAVA@SAN DIEGO)					(0.00)
	Bill	08/11/2023	INV-06267		(962.50)
	Bill	08/11/2023	INV-06281		(47.50)
	Bill Payment	08/11/2023	128135		1,010.00
Bill Payment #128166 - Beyond Blindness, Inc.(CAVA @ San Diego)	Bill	08/25/2023	INV-00103		0.00
	Bill Payment	08/27/2023	128166		(1,430.12)
Bill Payment #128159 - Marnie J Young dba Adapted Child's Play(CAVA @ San Diego)					1,430.12
	Bill	08/16/2023	INV-00321		0.00
	Bill Payment	08/16/2023	128159		(458.06)
Bill Payment #128142 - El Paseo Children's Center, Inc.(CAVA @ San Diego)					458.06
	Bill	08/11/2023	INV-00768		0.00
	Bill Payment	08/11/2023	128142		(750.00)
Bill Payment #ACH 08.30.2023 - Insperity(CAVA@SAN DIEGO)					750.00
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	0.00
Bill Payment #ACH 08.25.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/30/2023	ACH 08.30.2023	SD_AUG 2023 Var. PYRL Invs	(2,526.37)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	2,526.37
Bill Payment #ACH 08.22.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/25/2023	ACH 08.25.2023	SD_AUG 2023 Var. PYRL Invs	(824,310.83)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	824,310.83
Bill Payment #ACH 08.11.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/22/2023	ACH 08.22.2023	SD_AUG 2023 Var. PYRL Invs	(3,159.71)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	3,159.71
Bill Payment #ACH 08.10.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/11/2023	ACH 08.11.2023	SD_AUG 2023 Var. PYRL Invs	(1,652.99)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	1,652.99
Bill Payment #ACH 08.09.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/10/2023	ACH 08.10.2023	SD_AUG 2023 Var. PYRL Invs	(696,182.77)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	696,182.77
Bill Payment #ACH 08.08.2023 - Insperity(CAVA@SAN DIEGO)	Bill Payment	08/09/2023	ACH 08.09.2023	SD_AUG 2023 Var. PYRL Invs	(541.67)
	Bill	08/30/2023	SD_AUG'23 PYRL	SD_AUG 2023 Var. PYRL Invs	541.67
	Bill Payment	08/08/2023	ACH 08.08.2023	SD_AUG 2023 Var. PYRL Invs	(578.89)
Bill Payment #128137 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)					578.89
	Bill	08/11/2023	INV-00129		0.00
	Bill Payment	08/11/2023	128137		(1,350.00)
Bill Payment #ACH 08.16.2023 - State Board of Equalization(CAVA@SAN DIEGO)					1,350.00
	Bill	07/25/2023	SD_JUL'23 Use Tax	SD_Matrls/Comptr Use Tax_JUL 2023	0.00
	Bill	08/21/2023	SD_JUL'23 Use Tax Adj.	SD_Matrls/Comptr Use Tax_JUL 2023 Adj.	(11,309.00)
	Bill Payment	08/16/2023	ACH 08.16.2023	SD_Matrls/Comptr Use Tax_JUL 2023 & Adj.	(364.80)
Amount Unapplied - Bill Payment #ACH 08.16.2023 - State Board of Equalization(CAVA@SAN DIEGO)					11,673.80
					(0.00)
Bill Payment #128171 - Green Hasson & Janks LLP(CAVA@SAN DIEGO)					(0.00)
	Bill	08/25/2023	77962		(2,800.00)
	Bill Payment	08/27/2023	128171		2,800.00
Bill Payment #128155 - Augmentative Communications Solutions(CAVA @ San Diego)					0.00
	Bill	08/16/2023	INV-00350		(87.50)
	Bill Payment	08/16/2023	128155		87.50
Bill Payment #128167 - Bridge The Gap Sped, LLC(CAVA @ San Diego)	Bill	08/25/2023	INV-00107		0.00
	Bill Payment	08/27/2023	128167		(55.00)
Bill Payment #128136 - Bridge The Gap Sped, LLC(CAVA @ San Diego)	Bill	08/11/2023	INV-00104		55.00
	Bill Payment	08/11/2023	128136		(210.00)
					210.00
Bill Payment #128157 - EverDriven Technologies LLC(CAVA @ San Diego)	Bill	08/16/2023	42200		0.00
	Bill Payment	08/16/2023	128157		(540.75)
Bill Payment #128152 - Spectrum Center - Rossier Park High School(CAVA @ San Diego)					540.75
	Bill	08/11/2023	6/13/2023		0.00
	Bill Payment	08/11/2023	128152		(3,166.91)
					3,166.91

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
August 01, 2023 - August 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128173 - School Pathways LLC(CAVA@SAN DIEGO)					0.00
	Bill	08/25/2023	140-INV5351		(57.78)
	Bill Payment	08/27/2023	128173		57.78
					0.00
Bill Payment #128150 - Specialized Education of California Inc(CAVA @ San Diego)					(1,587.32)
	Bill	08/11/2023	INV168190		1,587.32
	Bill Payment	08/11/2023	128150		0.00
					(270.00)
Bill Payment #128158 - Kadiant, LLC(CAVA @ San Diego)					270.00
	Bill	08/16/2023	INV-00020		0.00
	Bill Payment	08/16/2023	128158		(2,660.00)
Bill Payment #128145 - Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)					2,660.00
	Bill	08/11/2023	July 2023 Reimb		0.00
	Bill Payment	08/11/2023	128145		(125,144.57)
Bill Payment #128163 - Spencer Valley Elementary School District(CAVA@SAN DIEGO)					125,144.57
	Bill	08/17/2023	2223-2		0.00
	Bill Payment	08/18/2023	128163		(145.33)
Bill Payment #300662 - Laura Gutierrez(CAVA @ San Diego)					145.33
	Bill	08/17/2023	ISP - Fall 2022 Reissue		0.00
	Bill Payment	08/18/2023	300662		(232.49)
Bill Payment #128172 - Lighthouse for the Blind and Visually Impaired(CAVA @ San Diego)					232.49
	Bill	08/25/2023	25847		0.00
	Bill Payment	08/27/2023	128172		0.00
Total					1,902,079.91

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Solution Tree	10,729.76
QuickSchools Inc.	8,104.80
TalkingPoints	5,747.04
Sovos Compliance LLC	3,689.41
Pitney Bowes Bank Inc Purchase Power	2,849.18
ULINE	2,019.69
DW Educational Research, Inc	1,400.00
Barrington Staffing Services	1,346.78
4 Successful Kids LLC	1,330.80
FusionPlus Inc	1,282.64
Hilton Seattle	1,250.84
The Regents of the University of California	1,207.06
Apple Inc.	1,192.91
Your Way Tree Service Inc.	1,043.22
UPS	1,015.11
Houghton Mifflin Harcourt	884.16
Law Offices of Young, Minney & Corr, LLP	847.64
Edmentum, Inc.	757.06
Supreme Facility Services, Inc.	562.65
Literacy Resources, LLC	557.39
The Back Room Inc	547.26
DataBasics, Inc.	465.17
AT&T Mobility	455.20
De Lage Landen Financial Services Inc.	453.23
Adobe Inc.	420.71
2 Teach LLC	393.00
Southern California Edison	362.76
Comm-Core	340.10
AXIS Teletherapy	280.36
ISAFE Enterprises LLC	256.53
Staples	240.43
ADT Commercial	197.02
Green Hasson & Janks LLP	188.12
City of Simi Valley	175.61
AppleOne Employment Services	144.44
WPS	125.28
Taco Man Restaurant	123.37
Verizon Wireless	111.25
Walmart	110.05
Quill Corporation	103.05
Carmen Gomez Ruiz	102.61
Amazon	101.56

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Bill.com, Inc.	99.15
Waste Management	71.89
Smart & Final	66.79
VC Tax Collector	56.69
Sparkletts	54.60
Costco	53.82
School Services of California, Inc.	42.75
Doctors Wellness Company LLC dba WellnessMart MD	42.41
Simi Valley Chamber of Commerce	41.90
Security & Event Staffing Professionals	40.09
Western Exterminator Company	38.11
Crisis Prevention Institute	34.20
Paper Recycling & Shredding	33.52
The Home Depot	7.33
Grand Total	**54,198.53**

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2092	July	600.00	102.61
	Operations and Housekeeping Services Total					600.00	102.61
Carmen Gomez Ruiz Total						600.00	102.61
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 551263	July (7/20)	98.00	16.76
				LLC 552316	August (8/3)	98.00	16.76
	Office Expense Total					196.00	33.52
Paper Recycling & Shredding Total						196.00	33.52
Staples	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3542275965	July (7/8)	16.78	2.87
				LLC 3542686279	July (7/15)	1,008.85	172.53
				LLC 3542686281	July (7/15)	33.57	5.74
				LLC 3542686282	July (7/15)	87.75	15.01
				LLC 3542867714	July (7/19)	192.28	32.88
				LLC 3543348192	July (7/26)	66.66	11.40
	Office Expense Total					1,405.89	240.43
Staples Total						1,405.89	240.43
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E293	July (7/22)	386.11	66.03
				LLC 000073Y68E303	July (7/29)	347.54	59.44
				LLC 000073Y68E313	August (8/5)	379.73	64.94
				LLC 000073Y68E323	August (8/12)	557.60	95.36
				LLC 000073Y68E333	August (8/19)	1,768.23	302.40
			280 SPED	LLC 0000V9159W293	July (7/22)	446.61	79.09
				LLC 0000V9159W303	July (7/29)	222.65	39.43
				LLC 0000V9159W313	August (8/5)	733.55	129.90
				LLC 0000V9159W323	August (8/12)	473.36	83.83
				LLC 0000V9159W333	August (8/19)	534.73	94.69
	Shipping Total					5,850.11	1,015.11
UPS Total						5,850.11	1,015.11
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6724386-0283-7	August	167.38	28.63
				LLC 6724405-0283-5	August	253.00	43.27
	Operations and Housekeeping Services Total					420.38	71.89
Waste Management Total						420.38	71.89
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 42626	July (7/23)	3,062.85	523.81
				LLC 42657	July (7/30)	1,083.60	185.32
				LLC 42685	August (8/6)	1,823.57	311.87
				LLC 42711	August (8/13)	1,204.00	205.91
				LLC 42729	August (8/13)	701.00	119.88
	Outside Service Total					7,875.02	1,346.78
Barrington Staffing Services Total						7,875.02	1,346.78
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0811907	August	2,720.00	465.17
	Outside Service-General Total					2,720.00	465.17
DataBasics, Inc. Total						2,720.00	465.17
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1001	August	7,500.00	1,282.64
	Outside Service-General Total					7,500.00	1,282.64
FusionPlus Inc Total						7,500.00	1,282.64
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 5939	July	4,007.50	761.37
			280 SPED	LLC 5939	July	422.50	86.27
	Legal Fees Total					4,430.00	847.64
Law Offices of Young, Minney & Corr, LLP Total						4,430.00	847.64
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 08062	August (8/6)	319.25	54.60
	Office Expense Total					319.25	54.60
Sparkletts Total						319.25	54.60
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-	August (8/16)	16,660.00	2,849.18
	Postage Total					16,660.00	2,849.18
Pitney Bowes Bank Inc Purchase Power Total						16,660.00	2,849.18
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9941150890	July	650.53	111.25
	Telephone - Adminstration Total					650.53	111.25
Verizon Wireless Total						650.53	111.25
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1076931	August	1,988.69	340.10
	Communications Total					1,988.69	340.10
Comm-Core Total						1,988.69	340.10
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0138589-IN	August	250.00	42.75
	Outside Service-General Total					250.00	42.75
School Services of California, Inc. Total						250.00	42.75
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3505	August	3,290.00	562.65

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
						3,290.00	562.65
Supreme Facility Services, Inc.	Operations and Housekeeping Services Total					3,290.00	562.65
Supreme Facility Services, Inc. Total						26.50	4.53
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	8125001	August	52.76	9.02
				0177804	August	25.40	4.34
				6384216	August	7.38	1.26
				5990643	August	39.64	6.78
				8201827	August	8.47	1.45
				4189054	August	8.57	1.47
				3083407	August	249.18	42.61
				2066603	August	10.71	1.83
				4872209	August	65.76	11.25
				5796243	August	48.24	8.25
				3060214	August	51.22	8.76
				3284269	August	593.83	101.56
	Office Expense Total					593.83	101.56
Amazon Total						259.65	44.41
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 33555583	July (7/18)	79.90	13.66
				LLC 33629895	July (7/21)	114.38	19.56
				LLC 33704901	July (7/26)	148.63	25.42
				LLC 33935220	August (8/9)	602.56	103.05
	Office Expense Total					602.56	103.05
Quill Corporation Total						4,803.93	821.56
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 166433986	July (7/26)	7,005.81	1,198.13
				LLC 166738589	August (8/2)	11,809.74	2,019.69
	Office Expense Total					11,809.74	2,019.69
ULINE Total						913.31	156.19
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578	August	1,748.36	299.00
				LLC 7446081800	August	2,661.67	455.20
	Communications Total					2,661.67	455.20
AT&T Mobility Total						2,121.18	362.76
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 - (	July	2,121.18	362.76
	Utilities Total					2,121.18	362.76
Southern California Edison Total						1,100.00	188.12
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 77977	July (7/29)	1,100.00	188.12
	Accounting Fees Total					1,100.00	188.12
Green Hasson & Janks LLP Total						2,650.19	453.23
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 80601468	August	2,650.19	453.23
	Equipment Rental Expense Total					2,650.19	453.23
De Lage Landen Financial Services Inc. Total						3,200.00	547.26
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2099	July	3,200.00	547.26
	Outside Service-General Total					3,200.00	547.26
The Back Room Inc Total						1,352.00	99.15
Bill.com, Inc.	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	23080400268	July	1,352.00	99.15
	Dues and Memberships Total					1,352.00	99.15
Bill.com, Inc. Total						390.52	66.79
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	8152023	August	390.52	66.79
	Office Expense Total					390.52	66.79
Smart & Final Total						2,460.00	420.71
Adobe Inc.	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 2521837823	August (8/7)	2,460.00	420.71
	Dues and Memberships Total					2,460.00	420.71
Adobe Inc. Total						385.45	65.92
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 151268428	August	381.13	65.18
				LLC 150862213	July	385.45	65.92
				LLC 151689412	September	1,152.03	197.02
	Operations and Housekeeping Services Total					1,152.03	197.02
ADT Commercial Total						844.56	144.44
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6676225	July (7/22)	844.56	144.44
	Outside Service Total					844.56	144.44
AppleOne Employment Services Total						1,026.83	175.61
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 109162-5106761	August (8/2)	1,026.83	175.61
	Utilities Total					1,026.83	175.61
City of Simi Valley Total						200.00	34.20
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-010139	July (7/13)	200.00	34.20
	Teacher Training Total						

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
Crisis Prevention Institute Total						200.00	34.20
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC CVA20230731	July	248.00	42.41
	Outside Service-General Total					248.00	42.41
Doctors Wellness Company LLC dba WellnessMart MD Total						248.00	42.41
Edmentum, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC INV314216	July (7/27)	4,110.00	757.06
	Non K12 Curriculum Total					4,110.00	757.06
Edmentum, Inc. Total						4,110.00	757.06
Houghton Mifflin Harcourt	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC 955859328	July (7/18)	2,000.00	368.40
				LLC 955859329	July (7/18)	2,000.00	368.40
	Non K12 Curriculum Total					4,000.00	736.80
	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC 955859330	July (7/18)	800.00	147.36
	Teacher Training Total					800.00	147.36
Houghton Mifflin Harcourt Total						4,800.00	884.16
ISAFE Enterprises LLC	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC IVC12025690	July (7/13)	1,500.00	256.53
	Dues and Memberships Total					1,500.00	256.53
ISAFE Enterprises LLC Total						1,500.00	256.53
QuickSchools Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC 23/05-001	June (6/8)	44,000.00	8,104.80
	Non K12 Curriculum Total					44,000.00	8,104.80
QuickSchools Inc. Total						44,000.00	8,104.80
Security & Event Staffing Professionals	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	101 General	LLC 230607-CAVA	June (6/7)	210.00	40.09
	School Event Total					210.00	40.09
Security & Event Staffing Professionals Total						210.00	40.09
Simi Valley Chamber of Commerce	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 7535	May	245.00	41.90
	Dues and Memberships Total					245.00	41.90
Simi Valley Chamber of Commerce Total						245.00	41.90
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Stude	LLC S282311	July (7/21)	1,174.50	124.08
				LLC S282896	August (8/1)	29,960.00	3,322.56
			800 A-G Completio	LLC S282901	August (8/1)	46,438.00	5,149.97
				LLC S284298	August (8/23)	11,984.00	2,133.15
	Teacher Training Total					89,556.50	10,729.76
Solution Tree Total						89,556.50	10,729.76
Sovos Compliance LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-088616	June	3,462.96	592.23
				LLC INV-SCL-121902	May (5/12)	12,130.20	2,074.50
				LLC INV-SCL-122597	May	5,979.90	1,022.68
	Outside Service-General Total					21,573.06	3,689.41
Sovos Compliance LLC Total						21,573.06	3,689.41
TalkingPoints	Program Fees & Other Instructional : Miscellaneous	56303 Program Fees & Other Instructional : Miscellaneous	560 Title I	LLC 2833	July (7/14)	31,200.00	5,747.04
	Program Fees & Other Instructional : Miscellaneous Total					31,200.00	5,747.04
TalkingPoints Total						31,200.00	5,747.04
The Regents of the University of California	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 05122023	May (5/12)	6,323.00	1,207.06
	Outside Service-General Total					6,323.00	1,207.06
The Regents of the University of California Total						6,323.00	1,207.06
VC Tax Collector	Sales and Use Tax	67199 SG&A - Taxes & Licenses Expense : Sales and Use Tax	101 General	LLC 202300011537	July (7/24)	331.51	56.69
	Sales and Use Tax Total					331.51	56.69
VC Tax Collector Total						331.51	56.69
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 48730684	July (7/21)	222.85	38.11
	Operations and Housekeeping Services Total					222.85	38.11
Western Exterminator Company Total						222.85	38.11
WPS	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC Q23171 - SO186(	July (7/19)	707.80	125.28
	Non K12 Curriculum Total					707.80	125.28
WPS Total						707.80	125.28
Your Way Tree Service Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 143	August (8/2)	6,100.00	1,043.22
	Operations and Housekeeping Services Total					6,100.00	1,043.22

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
						6,100.00	1,043.22
Your Way Tree Service Inc. Total						12,000.00	1,330.80
4 Successful Kids LLC	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Stude	LLC 0002	July (7/9)	12,000.00	1,330.80
	Teacher Training Total					12,000.00	1,330.80
4 Successful Kids LLC Total						350.00	61.98
Apple Inc.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MA08303457	July (7/18)	6,386.30	1,130.93
				LLC MA08507977	July (7/21)	6,736.30	1,192.91
	Computer Expense Total					6,736.30	1,192.91
Apple Inc. Total						3,026.00	557.39
Literacy Resources, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC 286287	July (7/31)	3,026.00	557.39
	Non K12 Curriculum Total					3,026.00	557.39
Literacy Resources, LLC Total						2,500.00	393.00
2 Teach LLC	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	800 A-G Complet	LLC 10011	July (7/28)	2,500.00	393.00
	Teacher Training Total					2,500.00	393.00
2 Teach LLC Total						1,300.00	233.63
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 2050	June (6/30)	260.00	46.73
				LLC 2150	July (7/31)	1,560.00	280.36
	Subagreements for Services Total					1,560.00	280.36
AXIS Teletherapy Total						7,000.00	1,400.00
DW Educational Research, Inc	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	101 General	LLC 1976	August (8/15)	7,000.00	1,400.00
	Non K12 Curriculum Total					7,000.00	1,400.00
DW Educational Research, Inc Total						7,027.20	1,250.84
Hilton Seattle	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	800 A-G Complet	LLC CVA-SOL23	October	7,027.20	1,250.84
	Teacher Training Total					7,027.20	1,250.84
Hilton Seattle Total						85.76	14.67
The Home Depot	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	8042023	August	(42.88)	(7.33)
				8222023	August	42.88	7.33
	Office Expense Total					42.88	7.33
The Home Depot Total						721.40	123.37
Taco Man Restaurant	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3774	August	721.40	123.37
	Office Expense Total					721.40	123.37
Taco Man Restaurant Total						314.68	53.82
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1053078820	August	314.68	53.82
	Office Expense Total					314.68	53.82
Costco Total						514.80	88.04
Walmart	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	82267627	August	128.70	22.01
				05328309	August	643.50	110.05
	Office Expense Total					643.50	110.05
Walmart Total						339,020.66	54,198.53
Grand Total							

California Virtual Academy at San Diego
Board Disbursements A/P Payment History Summary
September 01, 2023 - September 30, 2023

Row Labels	Sum of Amount
K12 MANAGEMENT INC	2,958,360.04
Insperity(CAVA@SAN DIEGO)	1,630,462.77
State Board of Equalization(CAVA@SAN DIEGO)	113,773.44
Virtual Technologies Group(CAVA @ San Diego)	25,962.10
National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	13,153.29
Effectual Educational Consulting Service(CAVA @ San Diego)	10,824.49
Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	9,944.07
Anchor Counseling & Education Solutions(CAVA @ San Diego)	9,524.84
California Teachers Association(CAVA @ San Diego)	8,640.00
PresenceLearning, Inc.(CAVA @ San Diego)	6,166.12
Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	4,737.00
Augmentative Communications Solutions(CAVA @ San Diego)	4,281.25
The Silly Room(CAVA @ San Diego)	3,600.00
Adapted Child's Play(CAVA @ San Diego)	3,125.51
Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)	3,093.75
TheraStaffers(CAVA @ San Diego)	3,075.00
Speech Guy, LLC(CAVA @ San Diego)	3,063.75
The Stepping Stones Group LLC(CAVA @ San Diego)	2,845.00
Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)	2,800.00
E-Therapy LLC(CAVA @ San Diego)	2,789.59
Specialized Therapy Services Inc(CAVA @ San Diego)	2,693.75
EMHSports USA, Inc(CAVA @ San Diego)	2,507.50
Bridge The Gap Sped, LLC(CAVA @ San Diego)	2,355.83
Green Hasson & Janks LLP(CAVA @ San Diego)	2,200.00
Grace Speech Therapy Corp.(CAVA @ San Diego)	2,130.00
Beyond Blindness, Inc.(CAVA @ San Diego)	2,070.77
TalkPath Live(CAVA @ San Diego)	1,774.21
Accrediting Commission for Schools(CAVA @ San Diego)	1,690.00
Ocean View NPS(CAVA @ San Diego)	1,474.14
Best Hearing San Diego(CAVA @ San Diego)	1,300.00
EverDriven Technologies LLC(CAVA @ San Diego)	1,277.02
Sally Gonzalez(CAVA @ San Diego)	1,050.00
eCaptions Global Captioning Solutions(CAVA @ San Diego)	805.00
Braille Abilities, LLC(CAVA @ San Diego)	708.14
Chase Boyle dba Snow Counseling(CAVA @ San Diego)	660.00
Partners in Special Education(CAVA @ San Diego)	651.25
Children's Therapy Network(CAVA @ San Diego)	612.50
The Miri Center. A Professional Psychological Corporation(CAVA @ San Diego)	562.50
Amazon Capital Services(CAVA @ San Diego)	516.90
Axis Teletherapy(CAVA @ San Diego)	392.50
Stepping Stones Therapy(CAVA @ San Diego)	375.00
Foundations Therapy Service(CAVA @ San Diego)	275.00
Brittny McDaniel(CAVA @ San Diego)	240.00
Shawna Bowen(CAVA @ San Diego)	240.00
Lindsay Martin(CAVA @ San Diego)	240.00
A1 Speech Therapy, Inc.(CAVA @ San Diego)	182.50
TinyEYE Technology Corporation(CAVA @ San Diego)	168.00
Growing Healthy Children Therapy Services, Inc.(CAVA @ San Diego)	61.00
RCM Technologies (USA), Inc.(CAVA @ San Diego)	43.13
Florence McMoore(CAVA @ San Diego)	39.43
Grand Total	**4,849,518**

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128197 - A1 Speech Therapy, Inc.(CAVA@SAN DIEGO)	Bill	09/13/2023	INV-00223		(120.00)
	Bill	09/13/2023	INV-00225		(62.50)
	Bill Payment	09/18/2023	128197		182.50
					0.00
Bill Payment #128178 - Amazon Capital Services(CAVA @ San Diego)	Bill	09/07/2023	143D-K94G-7FLY		(58.68)
	Bill	09/07/2023	16NC-G1DG-G7JT		(178.71)
	Bill	09/07/2023	1HGT-ML4V-G971		(134.58)
	Bill	09/07/2023	1N4P-P3JL-HHVQ		(52.81)
	Bill	09/07/2023	1PXT-44KG-79Q1		(92.12)
	Bill Payment	09/07/2023	128178	Amazon Capital Srvcs Cr. Memo: 1KN4-JPFK-9YFF	516.90
					(87.84)
Bill Credit #Ref# 1KN4-JPFK-9YFF - Amazon Capital Services(CAVA @ San Diego)	Bill	09/07/2023	143D-K94G-7FLY		(63.69)
	Bill	09/07/2023	143D-K94G-6K4V	Amazon Capital Srvcs Cr. Memo: 1KN4-JPFK-9YFF	151.53
	Bill Credit	09/07/2023	Ref# 1KN4-JPFK-9YFF		(8.64)
Bill Credit #Ref# 1HH4-7RLW-N3M3 - Amazon Capital Services(CAVA @ San Diego)	Bill	09/07/2023	143D-K94G-6K4V	Amazon Capital Srvcs Cr. Memo: 1HH4-7RLW-N3M3	8.64
	Bill Credit	09/07/2023	Ref# 1HH4-7RLW-N3M3		(24.05)
Bill Credit #Ref# 19JM-RPVP-NK1X - Amazon Capital Services(CAVA @ San Diego)	Bill	09/07/2023	143D-K94G-6K4V	Amazon Capital Srvcs Cr. Memo: 19JM-RPVP-NK1X	24.05
	Bill Credit	09/07/2023	Ref# 19JM-RPVP-NK1X		(0.00)
					(1,281.25)
Bill Payment #128217 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)	Bill	09/23/2023	INV-00555		(250.00)
	Bill	09/23/2023	INV-00556		1,531.25
	Bill Payment	09/25/2023	128217		(1,187.50)
Bill Payment #128180 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)	Bill	09/07/2023	INV-00538		(375.00)
	Bill	09/07/2023	INV-00539		1,562.50
	Bill Payment	09/07/2023	128180		0.00
					(8,640.00)
Bill Payment #128181 - California Teachers Association(CAVA@SAN DIEGO)	Bill	09/07/2023	Union Dues - 082023		8,640.00
	Bill Payment	09/07/2023	128181		0.00
					(612.50)
Bill Payment #128203 - Children's Therapy Network(CAVA@SAN DIEGO)	Bill	09/13/2023	INV-01079		612.50
	Bill Payment	09/18/2023	128203		0.00
					(3,534.74)
Bill Payment #128225 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	Bill	09/23/2023	INV-00873		(2,346.25)
	Bill	09/23/2023	INV-00874		(776.25)
	Bill	09/23/2023	INV-00889		6,657.24
	Bill Payment	09/25/2023	128225		(3,286.83)
Bill Payment #128183 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	Bill	09/07/2023	INV-00856		3,286.83
	Bill Payment	09/07/2023	128183		0.00
					(990.40)
Bill Payment #128228 - Effectual Educational Consulting Service(CAVA@SAN DIEGO)	Bill	09/23/2023	INV-07012		(1,350.60)
	Bill	09/23/2023	INV-07020		(1,275.00)
	Bill	09/23/2023	INV-07021		(1,633.64)
	Bill	09/23/2023	INV-07025		(1,717.80)
	Bill	09/23/2023	INV-07028		(1,260.00)
	Bill	09/23/2023	INV-07041		(1,485.80)
	Bill	09/23/2023	INV-07044		(120.00)
	Bill	09/23/2023	INV-07049		(673.75)
	Bill	09/23/2023	INV-07057		10,506.99
	Bill Payment	09/25/2023	128228		(317.50)
Bill Payment #128206 - Effectual Educational Consulting Service(CAVA@SAN DIEGO)	Bill	09/13/2023	INV-06998		317.50
	Bill Payment	09/18/2023	128206		0.00
					(170.00)
Bill Payment #128207 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	09/13/2023	INV-03246		(680.00)
	Bill	09/13/2023	INV-03260		(340.00)
	Bill	09/13/2023	INV-03267		(340.00)
	Bill	09/13/2023	INV-03270		(510.00)
	Bill	09/13/2023	INV-03277		(212.50)
	Bill	09/13/2023	INV-03280		(85.00)
	Bill	09/13/2023	INV-03282		2,337.50
	Bill Payment	09/18/2023	128207		(170.00)
Bill Payment #128185 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	09/07/2023	INV-03245		170.00
	Bill Payment	09/07/2023	128185		0.00
					(643.78)
Bill Payment #128226 - E-Therapy LLC(CAVA @ San Diego)	Bill	09/23/2023	INV-06801		(127.49)
	Bill	09/23/2023	INV-06792		771.27
	Bill Payment	09/25/2023	128226		(45.00)
Bill Payment #128205 - E-Therapy LLC(CAVA @ San Diego)	Bill	09/13/2023	INV-06786		(45.00)
	Bill	09/13/2023	INV-06785		(45.00)
	Bill	09/13/2023	INV-06783		(90.00)
	Bill	09/13/2023	INV-06787		(45.00)
	Bill	09/13/2023	INV-06784		(90.00)
	Bill	09/13/2023	INV-06788		(90.00)
	Bill	09/13/2023	INV-06789		450.00
	Bill Payment	09/18/2023	128205		(68.33)
Bill Payment #128184 - E-Therapy LLC(CAVA @ San Diego)	Bill	09/07/2023	INV-06769		(1,499.99)
	Bill	09/07/2023	INV-06759		1,568.32
	Bill Payment	09/07/2023	128184		0.00
					(275.00)
Bill Payment #128230 - Foundations Therapy Service(CAVA @ San Diego)	Bill	09/23/2023	INV-00741		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128230 - Foundations Therapy Service(CAVA @ San	Bill Payment	09/25/2023	128230		275.00
Bill Payment #ACH 09.27.2023 - K12 MANAGEMENT INC					**0.00**
	Bill	07/20/2023	SD - INV-003-11247 - Jun 23 - Lease	SD - INV-003-11247 - Jun 23 - Lease	(7,860.36)
	Bill	07/27/2023	SD - INV-003-11285 - FY2023 - STAR360	SD - INV-003-11285 - FY2023 - STAR360	(31,966.00)
	Bill	07/19/2023	SD - INV-003-11110 - Jul 23 - COM	SD - INV-003-11110 - Jul 23 - COM	(1,627.23)
	Bill	07/19/2023	SD - INV-003-11100 - Jun 23 - SS&T	SD - INV-003-11100 - Jun 23 - SS&T	(691,957.00)
	Bill	07/19/2023	SD - INV-003-11155 - Jul 23 - MAT	SD - INV-003-11155 - Jul 23 - MAT	(62,970.00)
	Bill	07/19/2023	SD - INV-003-11193 - Jul 23 - OLS	SD - INV-003-11193 - Jul 23 - OLS	(52,973.00)
	Bill	08/21/2023	SD - INV-003-11343 - Aug 23 - MAT	SD - INV-003-11343 - Aug 23 - MAT	(1,085,930.50)
	Bill	08/21/2023	SD - INV-003-11375 - Aug 23 - OLS	SD - INV-003-11375 - Aug 23 - OLS	(12,917.50)
	Bill	08/21/2023	SD - INV-003-11418 - Aug 23 - COM	SD - INV-003-11418 - Aug 23 - COM	(129,463.09)
	Bill	08/23/2023	SD - INV-003-11521 - Jul 23 - Lease	SD - INV-003-11521 - Jul 23 - Lease	(872,395.00)
	Bill	08/24/2023	SD - INV-003-11590 - Aug 23 - Adobe Lic.	SD - INV-003-11590 - Aug 23 - Adobe Lic.	(7,860.36)
	Bill Payment	09/27/2023	ACH 09.27.2023	SEP 2023 K12/Stride Payment	(440.00)
Amount Unapplied - Bill Payment #ACH 09.27.2023 - K12 MANAGEMENT INC					2,958,360.04
					(0.00)
Bill Payment #128237 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					**(0.00)**
	Bill	09/23/2023	INV-05226		(428.75)
	Bill	09/23/2023	INV-05227		
	Bill	09/23/2023	INV-05228		(905.00)
	Bill	09/23/2023	INV-05230		(585.00)
	Bill	09/23/2023	INV-05231		(520.00)
	Bill	09/23/2023	INV-05232		(252.00)
	Bill	09/23/2023	INV-05233		(422.50)
	Bill	09/23/2023	INV-05260		(146.66)
	Bill	09/23/2023	INV-05261		(34.65)
	Bill Payment	09/25/2023	128237		(325.00)
Bill Payment #128209 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					3,619.56
	Bill	09/13/2023	INV-05172		(360.00)
	Bill	09/13/2023	INV-05173		
	Bill	09/13/2023	INV-05174		(223.75)
	Bill	09/13/2023	INV-05175		(298.75)
	Bill	09/13/2023	INV-05176		(180.42)
	Bill	09/13/2023	INV-05177		(520.00)
	Bill	09/13/2023	INV-05178		(324.98)
	Bill	09/13/2023	INV-05180		(552.50)
	Bill	09/13/2023	INV-05181		(476.67)
	Bill	09/13/2023	INV-05187		(525.00)
	Bill	09/13/2023	INV-05201		(992.50)
	Bill	09/13/2023	INV-05211		(308.75)
	Bill Payment	09/18/2023	128209		(34.65)
Bill Payment #128190 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					4,797.97
	Bill	09/07/2023	INV-05129		(572.50)
	Bill	09/07/2023	INV-05130		
	Bill	09/07/2023	INV-05131		(617.50)
	Bill	09/07/2023	INV-05132		(1,319.86)
	Bill	09/07/2023	INV-05133		(241.25)
	Bill	09/07/2023	INV-05134		(1,072.50)
	Bill	09/07/2023	INV-05154		(877.50)
	Bill Payment	09/07/2023	128190		(34.65)
Amount Unapplied - Bill Payment #128209 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					4,735.76
Amount Unapplied - Bill Payment #128190 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					0.00
					0.00
Bill Payment #128210 - Ocean View NPS(CAVA @ San Diego)	Bill	09/13/2023	CAVA 0823		**0.00**
	Bill Payment	09/18/2023	128210		(1,474.14)
Bill Payment #128238 - Partners in Special Education(CAVA @ San Diego)					1,474.14
	Bill	09/23/2023	INV-00917		**0.00**
	Bill Payment	09/25/2023	128238		(75.00)
Bill Payment #128211 - Partners in Special Education(CAVA @ San Diego)					75.00
	Bill	09/13/2023	INV-00910		(576.25)
	Bill Payment	09/18/2023	128211		576.25
Bill Payment #128239 - PresenceLearning, Inc.(CAVA @ San Diego)	Bill	09/23/2023	INV-08260		**0.00**
	Bill	09/23/2023	INV-08265		(99.38)
	Bill	09/23/2023	INV-08266		(1,005.01)
	Bill	09/23/2023	INV-08267		(1,127.50)
	Bill	09/23/2023	INV-08268		(961.25)
	Bill	09/23/2023	INV-08269		(1,119.39)
	Bill	09/23/2023	INV-08270		(964.59)
	Bill Payment	09/25/2023	128239		(889.00)
Bill Payment #128241 - Specialized Therapy Services Inc(CAVA@SAN DIEGO)					6,166.12
	Bill	09/23/2023	INV-01085		**0.00**
	Bill Payment	09/25/2023	128241		(2,693.75)
Bill Payment #128242 - Speech Guy, LLC(CAVA @ San Diego)	Bill	09/23/2023	INV-00871		2,693.75
	Bill Payment	09/25/2023	128242		**0.00**
Bill Payment #128191 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Diego)					(3,063.75)
	Bill	09/07/2023	INV-00697		3,063.75
	Bill Payment	09/07/2023	128191		**0.00**
Bill Payment #128189 - MK Innovations Inc dba The Silly Room(CAVA @ San Diego)					(1,774.21)
	Bill	09/07/2023	INV-00516		1,774.21
	Bill Payment	09/07/2023	128189		**0.00**
					(3,600.00)
					3,600.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
					(168.00)
Bill Payment #128246 - TinyEYE Technology Corporation(CAVA @ San Diego)	Bill	09/23/2023	INV-00460		168.00
	Bill Payment	09/25/2023	128246		0.00
					(1,097.74)
Bill Payment #128247 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	09/23/2023	203741		(1,486.17)
	Bill	09/23/2023	203776		2,583.91
	Bill Payment	09/25/2023	128247		(2,998.09)
Bill Payment #128215 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	09/13/2023	203555		(4,538.87)
	Bill	09/13/2023	203556		(2,972.34)
	Bill	09/13/2023	203557		(1,097.74)
	Bill	09/13/2023	203558		(1,097.74)
	Bill	09/13/2023	203559		(2,195.48)
	Bill	09/13/2023	203560		14,900.26
	Bill Payment	09/18/2023	128215		(1,499.05)
Bill Payment #128196 - Virtual Technologies Group(CAVA@SAN DIEGO)	Bill	09/07/2023	203162		(1,124.53)
	Bill	09/07/2023	203248		(165.95)
	Bill	09/07/2023	203282		(1,124.53)
	Bill	09/07/2023	203283		(1,537.96)
	Bill	09/07/2023	203294		(3,025.91)
	Bill	09/07/2023	203295		8,477.93
	Bill Payment	09/07/2023	128196		0.00
					(105.00)
Bill Payment #128216 - Anchor Counseling & Education Solutions(CAVA@SAN DIEGO)	Bill	09/23/2023	INV-06324		(490.00)
	Bill	09/23/2023	INV-06335		(4,689.17)
	Bill	09/23/2023	INV-06312		5,284.17
	Bill Payment	09/25/2023	128216		(4,240.67)
Bill Payment #128179 - Anchor Counseling & Education Solutions(CAVA@SAN DIEGO)	Bill	09/07/2023	INV-06297		4,240.67
	Bill Payment	09/07/2023	128179		0.00
					(2,070.77)
Bill Payment #128220 - Beyond Blindness, Inc.(CAVA @ San Diego)	Bill	09/23/2023	INV-00105		2,070.77
	Bill Payment	09/25/2023	128220		0.00
					(3,125.51)
Bill Payment #128235 - Marnie J Young dba Adapted Child's Play(CAVA @ San Diego)	Bill	09/23/2023	INV-00331		3,125.51
	Bill Payment	09/25/2023	128235		0.00
					(9.58)
Bill Payment #128212 - RCM Technologies (USA), Inc.(CAVA @ San Diego)	Bill	09/13/2023	INV-00193		(19.17)
	Bill	09/13/2023	INV-00194		28.75
	Bill Payment	09/18/2023	128212		(14.38)
Bill Payment #128192 - RCM Technologies (USA), Inc.(CAVA @ San Diego)	Bill	09/07/2023	INV-00190		14.38
	Bill Payment	09/07/2023	128192		0.00
					(250.00)
Bill Payment #128243 - Stepping Stones Therapy(CAVA@SAN DIEGO)	Bill	09/23/2023	INV-00361		250.00
	Bill Payment	09/25/2023	128243		(125.00)
Bill Payment #128194 - Stepping Stones Therapy(CAVA@SAN DIEGO)	Bill	09/07/2023	INV-00349		125.00
	Bill Payment	09/07/2023	128194		0.00
					(818,263.81)
Bill Payment #ACH 09.25.2023 - Insperity(CAVA@SAN DIEGO)	Bill	09/27/2023	SD_SEP'23 PYRL	SD_SEP 2023 Var. PYRL Invs	818,263.81
	Bill Payment	09/25/2023	ACH 09.25.2023	SD_SEP 2023 Var. PYRL Invs	(811,116.97)
Bill Payment #ACH 09.08.2023 - Insperity(CAVA@SAN DIEGO)	Bill	09/27/2023	SD_SEP'23 PYRL	SD_SEP 2023 Var. PYRL Invs	811,116.97
	Bill Payment	09/08/2023	ACH 09.08.2023	SD_SEP 2023 Var. PYRL Invs	(257.76)
Bill Payment #ACH 09.06.2023 - Insperity(CAVA@SAN DIEGO)	Bill	09/27/2023	SD_SEP'23 PYRL	SD_SEP 2023 Var. PYRL Invs	257.76
	Bill Payment	09/06/2023	ACH 09.06.2023	SD_SEP 2023 Var. PYRL Invs	(824.23)
Bill Payment #ACH 09.01.2023 - Insperity(CAVA@SAN DIEGO)	Bill	09/27/2023	SD_SEP'23 PYRL	SD_SEP 2023 Var. PYRL Invs	824.23
	Bill Payment	09/01/2023	ACH 09.01.2023		0.00
					(1,008.00)
Bill Payment #128224 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	Bill	09/23/2023	INV-00146		1,008.00
	Bill Payment	09/25/2023	128224		(504.00)
Bill Payment #128204 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	Bill	09/13/2023	INV-00140		(75.00)
	Bill	09/13/2023	INV-00122		579.00
	Bill Payment	09/18/2023	128204		(3,150.00)
Bill Payment #128182 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	Bill	09/07/2023	INV-00135		3,150.00
	Bill Payment	09/07/2023	128182		0.00
					(61.00)
Bill Payment #128233 - Growing Healthy Children Therapy Services, Inc.(CAVA @ San Diego)	Bill	09/23/2023	INV-00255		61.00
	Bill Payment	09/25/2023	128233		0.00
					(1,675.00)
Bill Payment #128236 - Michelle Miller dba TheraStaffers(CAVA @ San Diego)	Bill	09/23/2023	INV-00312		1,675.00
	Bill Payment	09/25/2023	128236		(150.00)
Bill Payment #128188 - Michelle Miller dba TheraStaffers(CAVA @ San Diego)	Bill	09/07/2023	INV-00284		(480.00)
	Bill	09/07/2023	INV-00287		(770.00)
	Bill	09/07/2023	INV-00296		1,400.00
	Bill Payment	09/07/2023	128188		0.00
					(110,218.02)
Bill Payment #ACH 09.11.2023 - State Board of Equalization(CAVA@SAN DIEGO)	Bill	08/28/2023	SD_AUG'23 Use Tax	SD_Matrls/Comptr Use Tax_AUG 2023	

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 09.11.2023 - State Board of	Bill	09/11/2023	SD_Matrls/Comptr Use Tax_AUG 2023 Ad	SD_Matrls/Comptr Use Tax_AUG 2023 Adj.	(3,555.42)
	Bill Payment	09/11/2023	ACH 09.11.2023	SD_Matrls/Comptr Use Tax_AUG 2023 Adj.	113,773.44
					0.00
Bill Payment #128221 - Braille Abilities, LLC(CAVA @ San Diego)	Bill	09/23/2023	INV-00072		(708.14)
	Bill Payment	09/25/2023	128221		708.14
					0.00
Bill Payment #128231 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	09/23/2023	INV-00254		(570.00)
	Bill	09/23/2023	INV-00267		
	Bill Payment	09/25/2023	128231		(300.00)
					870.00
Bill Payment #128208 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	09/13/2023	INV-00241		(90.00)
	Bill Payment	09/18/2023	128208		90.00
					(90.00)
Bill Payment #128187 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	09/07/2023	INV-00236		
	Bill	09/07/2023	INV-00219		(750.00)
	Bill	09/07/2023	INV-00225		(330.00)
	Bill Payment	09/07/2023	128187		1,170.00
					0.00
Bill Payment #128219 - Best Hearing San Diego(CAVA @ San Diego)	Bill	09/23/2023	INV-00040		(200.00)
	Bill Payment	09/25/2023	128219		200.00
Bill Payment #128201 - Best Hearing San Diego(CAVA @ San Diego)	Bill	09/13/2023	INV-00039		(1,100.00)
	Bill Payment	09/18/2023	128201		1,100.00
					0.00
Bill Payment #128244 - The Miri Center. A Professional Psychological Corporation(CAVA @ San Diego)	Bill	09/23/2023	INV-00337		(562.50)
	Bill Payment	09/25/2023	128244		562.50
					0.00
Bill Payment #128232 - Green Hasson & Janks LLP(CAVA@SAN DIEGO)	Bill	09/23/2023	79124		(2,200.00)
	Bill Payment	09/25/2023	128232		2,200.00
					0.00
Bill Payment #128218 - Augmentative Communications Solutions(CAVA @ San Diego)	Bill	09/23/2023	INV-00360		(310.00)
	Bill Payment	09/25/2023	128218		310.00
Bill Payment #128199 - Augmentative Communications Solutions(CAVA @ San Diego)	Bill	09/13/2023	INV-00354		(271.25)
	Bill	09/13/2023	INV-00358		(3,700.00)
	Bill Payment	09/18/2023	128199		3,971.25
					0.00
Bill Payment #128222 - Bridge The Gap Sped, LLC(CAVA @ San Diego)	Bill	09/23/2023	INV-00110		(2,355.83)
	Bill Payment	09/25/2023	128222		2,355.83
					0.00
Bill Payment #128229 - EverDriven Technologies LLC(CAVA @ San Diego)	Bill	09/23/2023	1628-08/2023 Fuel		(3.90)
	Bill	09/23/2023	43058		(1,273.12)
	Bill Payment	09/25/2023	128229		1,277.02
					0.00
Bill Payment #128234 - Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)	Bill	09/23/2023	Aug 2023 Reimb		(2,800.00)
	Bill Payment	09/25/2023	128234		2,800.00
					0.00
Bill Payment #128198 - Accrediting Commission for Schools(CAVA@SAN DIEGO)	Bill	09/13/2023	1323869		(500.00)
	Bill Payment	09/18/2023	128198		500.00
Bill Payment #128177 - Accrediting Commission for Schools(CAVA@SAN DIEGO)	Bill	09/07/2023	1318684		(1,190.00)
	Bill Payment	09/07/2023	128177		1,190.00
					0.00
Bill Payment #128186 - Florence McMoore(CAVA @ San Diego)	Bill	09/07/2023	090123 Textbook Reimb		(39.43)
	Bill Payment	09/07/2023	128186		39.43
					0.00
Bill Payment #128240 - Sally Gonzalez(CAVA @ San Diego)	Bill	09/23/2023	INV-00151		(250.00)
	Bill Payment	09/25/2023	128240		250.00
Bill Payment #128213 - Sally Gonzalez(CAVA @ San Diego)	Bill	09/13/2023	INV-00147		(200.00)
	Bill Payment	09/18/2023	128213		200.00
Bill Payment #128193 - Sally Gonzalez(CAVA @ San Diego)	Bill	09/07/2023	INV-00141		(350.00)
	Bill	09/07/2023	INV-00143		(250.00)
	Bill Payment	09/07/2023	128193		600.00
					0.00
Bill Payment #128245 - The Stepping Stones Group LLC(CAVA @ San Diego)	Bill	09/23/2023	INV-00023		(708.75)
	Bill Payment	09/25/2023	128245		708.75
Bill Payment #128214 - The Stepping Stones Group LLC(CAVA @ San Diego)	Bill	09/13/2023	INV-00013		(262.50)
	Bill Payment	09/18/2023	128214		262.50
Bill Payment #128195 - The Stepping Stones Group LLC(CAVA @ San Diego)	Bill	09/07/2023	INV-00004		(1,873.75)
	Bill Payment	09/07/2023	128195		1,873.75
					0.00
Bill Payment #300663 - Lindsay Martin(CAVA @ San Diego)	Bill	09/07/2023	ISP - Spring 2023		(240.00)
	Bill Payment	09/07/2023	300663		240.00
					0.00
Bill Payment #128200 - Axis Teletherapy(CAVA @ San Diego)	Bill	09/13/2023	INV-00003		(392.50)
	Bill Payment	09/18/2023	128200		392.50
					0.00
Bill Payment #128223 - Chase Boyle dba Snow Counseling(CAVA @ San Diego)	Bill	09/23/2023	INV-00025		(90.00)
	Bill Payment	09/25/2023	128223		90.00
Bill Payment #128202 - Chase Boyle dba Snow Counseling(CAVA @ San Diego)	Bill	09/13/2023	INV-00022		(120.00)

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
September 01, 2023 - September 30, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128202 - Chase Boyle dba Snow Counseling(CAVA @ San	Bill	09/13/2023	INV-00015		(120.00)
	Bill	09/13/2023	INV-00002		(330.00)
	Bill Payment	09/18/2023	128202		570.00
					0.00
Bill Payment #300664 - Shawna Bowen(CAVA @ San Diego)	Bill	09/13/2023	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	09/18/2023	300664		240.00
					0.00
Bill Payment #128227 - eCaptions Global Captioning Solutions(CAVA@SAN DIEGO)	Bill	09/23/2023	13065		(805.00)
	Bill Payment	09/25/2023	128227		805.00
					0.00
Bill Payment #300665 - Brittny McDaniel(CAVA @ San Diego)	Bill	09/23/2023	ISP - Fall 2022 Reissue		(240.00)
	Bill Payment	09/25/2023	300665		240.00
					0.00
					(0.00)
				Total	4,849,518.08

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Pitney Bowes Bank Inc Purchase Power	2,676.69
Document Tracking Services	2,449.09
Law Offices of Young, Minney & Corr, LLP	2,289.03
2 Teach LLC	1,780.00
ULINE	1,769.75
UPS	1,668.96
Barrington Staffing Services	1,383.69
FusionPlus Inc	1,282.64
Integration Inc.	1,076.20
DataBasics, Inc.	872.08
Effectual Educational Consulting Service	868.01
The Back Room Inc	588.31
De Lage Landen Financial Services Inc.	575.05
Supreme Facility Services, Inc.	562.65
Staples	469.67
Kaeser & Blair, Inc	423.97
AT&T Mobility	408.04
Certified Languages International	366.00
Comm-Core	348.42
Solution Tree	335.53
Green Hasson & Janks LLP	273.63
San Joaquin County Office of Education	205.22
Pitney Bowes Global Financial Services	141.97
AppleOne Employment Services	134.80
Red Robin	124.59
Verizon Wireless	123.67
Amazon	116.08
Carmen Gomez Ruiz	102.61
Ontario Refrigeration	101.65
Bill.com	101.38
Hilton Seattle	83.39
Waste Management	71.89
Sparkletts	67.41
Kajeet Inc.	59.04
School Services of California, Inc.	42.75
Successories	39.24
Western Exterminator Company	38.11
Crisis Prevention Institute	34.20
Paper Recycling & Shredding	33.52
Quill Corporation	25.42
Wells Fargo (credit card annual fee)	21.38
Doctors Wellness Company LLC dba WellnessMart MD	21.21

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Albertsons	13.47
Target	12.83
Grand Total	**24,183.25**

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
Carmen Gomez Ruiz							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2093	August	600.00	102.61
	Operations and Housekeeping Services Total					600.00	102.61
Carmen Gomez Ruiz Total						600.00	102.61
Paper Recycling & Shredding							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 553497	August (8/17)	98.00	16.76
				LLC 554505	August (8/31)	98.00	16.76
	Office Expense Total					196.00	33.52
Paper Recycling & Shredding Total						196.00	33.52
Staples							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3544891317	August (8/12)	2,544.88	435.22
				LLC 3545240971	August (8/18)	201.42	34.45
	Office Expense Total					2,746.30	469.67
Staples Total						2,746.30	469.67
UPS							
	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E343	August (8/26)	1,518.90	259.76
				LLC 000073Y68E353	September (9/2)	2,022.06	345.81
				LLC 000073Y68E363	September (9/9)	1,746.05	298.61
				LLC 000073Y68E373	September (9/1	1,944.75	332.59
			280 SPED	LLC 0000V9159W343	August (8/26)	759.36	134.47
				LLC 0000V9159W353	September (9/2)	731.16	129.48
				LLC 0000V9159W363	September (9/9)	428.83	75.94
				LLC 0000V9159W373	September (9/1	521.21	92.30
	Shipping Total					9,672.32	1,668.96
UPS Total						9,672.32	1,668.96
Waste Management							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6728025-0283-7	September	167.38	28.63
				LLC 6728044-0283-8	September	253.00	43.27
	Operations and Housekeeping Services Total					420.38	71.89
Waste Management Total						420.38	71.89
Barrington Staffing Services							
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 42754	August (8/20)	1,829.75	312.92
				LLC 42763	August (8/27)	963.20	164.73
				LLC 42782	August (8/27)	701.00	119.88
				LLC 42793	September (9/3)	955.68	163.44
				LLC 42809	September (9/3)	701.00	119.88
				LLC 42823	September (9/1	1,179.80	201.77
				LLC 42849	September (9/1	1,760.43	301.07
	Outside Service Total					8,090.86	1,383.69
Barrington Staffing Services Total						8,090.86	1,383.69
DataBasics, Inc.							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812025	September	5,099.30	872.08
	Outside Service-General Total					5,099.30	872.08
DataBasics, Inc. Total						5,099.30	872.08
FusionPlus Inc							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1002	September (9/1)	7,500.00	1,282.64
	Outside Service-General Total					7,500.00	1,282.64
FusionPlus Inc Total						7,500.00	1,282.64
Law Offices of Young, Minney & Corr, LLP							
	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 6072	August	7,787.01	1,479.43
			280 SPED	LLC 6072	August	3,965.00	809.60
	Legal Fees Total					11,752.01	2,289.03
Law Offices of Young, Minney & Corr, LLP Total						11,752.01	2,289.03
Sparkletts							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 09032	September (9/3)	394.19	67.41
	Office Expense Total					394.19	67.41
Sparkletts Total						394.19	67.41
Document Tracking Services							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Se	LLC T-930650064	September (9/1)	10,246.57	1,991.39
			410 SUPP - Transcri	LLC 9306515	August (8/31)	5,050.00	457.70
	Outside Service-General Total					15,296.57	2,449.09
Document Tracking Services Total						15,296.57	2,449.09
Pitney Bowes Bank Inc Purchase Power							
	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005	September	15,651.39	2,676.69
	Postage Total					15,651.39	2,676.69
Pitney Bowes Bank Inc Purchase Power Total						15,651.39	2,676.69
Verizon Wireless							
	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9943547283	August	723.11	123.67
	Telephone - Adminstration Total					723.11	123.67
Verizon Wireless Total						723.11	123.67
Certified Languages International							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Se	LLC 74586083123	August (8/31)	1,869.00	366.00
	Outside Service-General Total					1,869.00	366.00
Certified Languages International Total						1,869.00	366.00
Comm-Core							
	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1078360	September	2,037.32	348.42
	Communications Total					2,037.32	348.42
Comm-Core Total						2,037.32	348.42
School Services of California, Inc.							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0138896-IN	September	250.00	42.75
	Outside Service-General Total					250.00	42.75
School Services of California, Inc. Total						250.00	42.75
Supreme Facility Services, Inc.							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3554	September (9/1)	3,290.00	562.65
	Operations and Housekeeping Services Total					3,290.00	562.65
Supreme Facility Services, Inc. Total						3,290.00	562.65

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
						81.48	13.93
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	0454638	September		
				7572233	September	32.29	5.52
				8253858	September	292.12	49.96
				8073047	September	21.87	3.74
				8323408	September	139.40	23.84
				9367458	September	45.02	7.70
				1265005	September	38.70	6.62
				8551453	September	27.87	4.77
	Office Expense Total					678.75	116.08
Amazon Total						678.75	116.08
						148.63	25.42
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 33962107	August (8/10)		
	Office Expense Total					148.63	25.42
Quill Corporation Total						148.63	25.42
						8,863.17	1,515.77
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 167315856	August (8/16)		
				LLC 168080243	September (9/6)	1,485.10	253.98
	Office Expense Total					10,348.27	1,769.75
ULINE Total						10,348.27	1,769.75
						637.60	109.04
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671571	September		
				LLC 6604962802	September	1,748.36	299.00
	Communications Total					2,385.96	408.04
AT&T Mobility Total						2,385.96	408.04
						1,600.00	273.63
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 79138	September (9/1)		
	Accounting Fees Total					1,600.00	273.63
Green Hasson & Janks LLP Total						1,600.00	273.63
						709.31	121.31
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 80708719	August (8/19)		
				LLC 80897464	September	2,653.20	453.75
	Equipment Rental Expense Total					3,362.51	575.05
De Lage Landen Financial Services Inc. Total						3,362.51	575.05
						3,440.00	588.31
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2159	August (8/31)		
	Outside Service-General Total					3,440.00	588.31
The Back Room Inc Total						3,440.00	588.31
						788.19	134.80
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6697082	August (8/19)		
	Outside Service Total					788.19	134.80
AppleOne Employment Services Total						788.19	134.80
						200.00	34.20
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-022772	September (9/7)		
	Teacher Training Total					200.00	34.20
Crisis Prevention Institute Total						200.00	34.20
						124.00	21.21
Doctors Wellness Company LLC (	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC CVA20230831	August		
	Outside Service-General Total					124.00	21.21
Doctors Wellness Company LLC dba WellnessMart MD Total						124.00	21.21
						2,800.00	310.52
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Stude	LLC S284785	August (8/29)		
				LLC S282311-1	July (7/21)	225.50	25.01
	Teacher Training Total					3,025.50	335.53
Solution Tree Total						3,025.50	335.53
						222.85	38.11
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 50116225	August (8/29)		
	Operations and Housekeeping Services Total					222.85	38.11
Western Exterminator Company Total						222.85	38.11
						10,000.00	1,780.00
2 Teach LLC	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	800 A-G Complet	LLC 1001la	August		
	Teacher Training Total					10,000.00	1,780.00
2 Teach LLC Total						10,000.00	1,780.00
						468.48	83.39
Hilton Seattle	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	800 A-G Complet	LLC CVA-SOL23-1	October (10/15)		
	Teacher Training Total					468.48	83.39
Hilton Seattle Total						468.48	83.39
						4,830.00	868.01
Effectual Educational Consultin	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 11121	July (7/31)		
	Subagreements for Services Total					4,830.00	868.01
Effectual Educational Consulting Service Total						4,830.00	868.01
						2,479.36	423.97
Kaeser & Blair, Inc	Other Student Expenses - K12	56703 Program Fees & Other Instructional : Other Student Expenses - K12	330 SUPP - Engag	LLC 30518143	June (6/28)		
	Other Student Expenses - K12 Total					2,479.36	423.97
Kaeser & Blair, Inc Total						2,479.36	423.97
						594.39	101.65
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW27663	August (8/25)		
	Operations and Housekeeping Services Total					594.39	101.65
Ontario Refrigeration Total						594.39	101.65
						601.53	102.87
Pitney Bowes Global Financial Si	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106242238	August (8/30)		
				LLC 1023807952	September (9/6)	155.62	26.61
				LLC 3106282416	September (9/1!	73.01	12.49
	Office Expense Total					830.16	141.97
Pitney Bowes Global Financial Services Total						830.16	141.97

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
San Joaquin County Office of Edi	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 242224	September (9/1)	1,200.00	205.22
Dues and Memberships Total						1,200.00	205.22
San Joaquin County Office of Education Total						1,200.00	205.22
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2308152	August (8/31)	3,587.10	613.46
Postage Total						3,587.10	613.46
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2308152	August (8/31)	2,705.75	462.74
Integration Inc. Total						6,292.85	1,076.20
Kajeet Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC INV30179	September (9/1:	320.54	59.04
Non K12 Curriculum Total						320.54	59.04
Kajeet Inc. Total						320.54	59.04
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	23090759688	September	1,381.00	101.38
Dues and Memberships Total						1,381.00	101.38
Bill.com Total						1,381.00	101.38
Wells Fargo (credit card annual f	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	090523	September	125.00	21.38
Dues and Memberships Total						125.00	21.38
Wells Fargo (credit card annual fee) Total						125.00	21.38
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	S422001	September	229.42	39.24
Office Expense Total						229.42	39.24
Successories Total						229.42	39.24
Red Robin	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	S44283	September	728.50	124.59
Office Expense Total						728.50	124.59
Red Robin Total						728.50	124.59
Albertsons	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	S31911411170	September	78.79	13.47
Office Expense Total						78.79	13.47
Albertsons Total						78.79	13.47
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	092223	September	75.00	12.83
Office Expense Total						75.00	12.83
Target Total						75.00	12.83
Grand Total						141,546.90	24,183.25

California Virtual Academy at San Diego
Board Disbursements A/P Payment History Summary
October 01, 2023 - October 31, 2023

Row Labels	Sum of Amount
Insperity(CAVA@SAN DIEGO)	1,646,969.06
K12 MANAGEMENT INC	818,858.35
California Department of Education(CAVA @ San Diego)	206,563.00
State Board of Equalization(CAVA@SAN DIEGO)	45,773.76
School Pathways LLC(CAVA @ San Diego)	43,690.57
E-Therapy LLC(CAVA @ San Diego)	34,285.67
National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	25,474.93
Virtual Technologies Group(CAVA @ San Diego)	19,629.68
Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)	18,392.06
Effectual Educational Consulting Service(CAVA @ San Diego)	17,747.94
California Teachers Association(CAVA @ San Diego)	17,100.00
Anchor Counseling & Education Solutions(CAVA @ San Diego)	13,917.22
PresenceLearning, Inc.(CAVA @ San Diego)	11,689.71
El Paseo Children's Center, Inc.(CAVA @ San Diego)	10,340.91
Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	9,576.00
Speech Guy, LLC(CAVA @ San Diego)	6,408.75
The Silly Room(CAVA @ San Diego)	5,675.00
Ocean View NPS(CAVA @ San Diego)	5,614.82
Rids Brother Company Inc(CAVA @ San Diego)	5,600.00
Green Hasson & Janks LLP(CAVA @ San Diego)	5,300.00
EMHSports USA, Inc(CAVA @ San Diego)	4,887.50
TalkPath Live(CAVA @ San Diego)	4,621.85
The Stepping Stones Group LLC(CAVA @ San Diego)	4,360.75
Adapted Child's Play(CAVA @ San Diego)	4,316.64
Augmentative Communications Solutions(CAVA @ San Diego)	3,777.50
TheraStaffers(CAVA @ San Diego)	3,760.00
Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)	3,321.25
Grace Speech Therapy Corp.(CAVA @ San Diego)	3,270.00
Beyond Blindness, Inc.(CAVA @ San Diego)	3,024.59
Bridge The Gap Sped, LLC(CAVA @ San Diego)	2,950.83
Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)	2,800.00
EverDriven Technologies LLC(CAVA @ San Diego)	2,667.28
Braille Abilities, LLC(CAVA @ San Diego)	2,371.95
Axis Teletherapy(CAVA @ San Diego)	1,797.10
Chase Boyle dba Snow Counseling(CAVA @ San Diego)	1,785.00
Amazon Capital Services(CAVA @ San Diego)	1,224.35
Spectrum Center - Rossier Park High School(CAVA @ San Diego)	1,147.32
Shelton Technologies And Resources LLC(CAVA @ San Diego)	997.43
Sally Gonzalez(CAVA @ San Diego)	925.00
The Miri Center. A Professional Psychological Corporation(CAVA @ San Diego)	843.75
Partners in Special Education(CAVA @ San Diego)	746.25
Growing Healthy Children Therapy Services, Inc.(CAVA @ San Diego)	549.00
TinyEYE Technology Corporation(CAVA @ San Diego)	378.00
Foundations Therapy Service(CAVA @ San Diego)	375.00
Best Hearing San Diego(CAVA @ San Diego)	300.00
Asahanti Jackson(CAVA @ San Diego)	240.00
Rocio Pelayo(CAVA @ San Diego)	240.00
Irvin Vasquez(CAVA @ San Diego)	240.00
Tialani Lopati(CAVA @ San Diego)	240.00
Alyx Portillo(CAVA @ San Diego)	240.00
Melissa Austin(CAVA @ San Diego)	240.00
Adrian Fimbrez(CAVA @ San Diego)	240.00
Melissa Holeman(CAVA @ San Diego)	240.00
Daisy Espinoza(CAVA @ San Diego)	211.61
Tatiana Heredia Belman(CAVA @ San Diego)	211.61
Kadiant, LLC(CAVA @ San Diego)	195.00
Bay Area SpeechWorks(CAVA @ San Diego)	135.00
RCM Technologies (USA), Inc.(CAVA @ San Diego)	28.75
Grand Total	**3,028,508**

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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128291 - Amazon Capital Services(CAVA @ San Diego)					
	Bill	10/21/2023	1WRY-TYWN-3V1Q		(42.96)
	Bill Payment	10/24/2023	128291		42.96
Bill Payment #128272 - Amazon Capital Services(CAVA @ San Diego)					
	Bill	10/12/2023	16QT-YNFX-D47J		(131.03)
	Bill	10/12/2023	1H6Q-3RQR-T4NM		(212.04)
	Bill	10/12/2023	1MLP-X3x6-LXVY		(151.49)
	Bill Payment	10/12/2023	128272		494.56
Bill Payment #128248 - Amazon Capital Services(CAVA @ San Diego)					
	Bill	10/04/2023	13WV-X3RG-43QV		(211.89)
	Bill	10/04/2023	1HLX-4W9X-1LD3		(75.41)
	Bill	10/04/2023	1M6L-NYWY-1J41		(182.07)
	Bill	10/04/2023	1P6P-LT7R-JXQ6		(141.35)
	Bill	10/04/2023	1VRK-XMQT-3WFT		(76.11)
	Bill Payment	10/05/2023	128248		686.83
					0.00
Bill Payment #128293 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00583		(1,508.75)
	Bill	10/21/2023	INV-00590		(312.50)
	Bill Payment	10/24/2023	128293		1,821.25
Bill Payment #128250 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00570		(1,218.75)
	Bill	10/04/2023	INV-00571		(281.25)
	Bill Payment	10/05/2023	128250		1,500.00
					0.00
Bill Payment #128255 - California Teachers Association(CAVA@SAN DIEGO)					
	Bill	10/04/2023	Union Dues - 092023		(17,100.00)
	Bill Payment	10/05/2023	128255		17,100.00
					0.00
Bill Payment #128275 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)					
	Bill	10/12/2023	INV-00929		(3,855.00)
	Bill	10/12/2023	INV-00928		(5,217.08)
	Bill	10/12/2023	INV-00944		(1,092.50)
	Bill Payment	10/12/2023	128275		10,164.58
Bill Payment #128258 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00914		(891.25)
	Bill	10/04/2023	INV-00921		(143.75)
	Bill	10/04/2023	INV-00898		(3,614.15)
	Bill	10/04/2023	INV-00899		(3,578.33)
	Bill Payment	10/05/2023	128258		8,227.48
					0.00
Bill Payment #128303 - Effectual Educational Consulting Service(CAVA@SAN DIEG0)					
	Bill	10/24/2023	INV-07075		(2,487.50)
	Bill	10/24/2023	INV-07152		(260.00)
	Bill	10/24/2023	INV-07157		(45.00)
	Bill	10/21/2023	INV-07092		(2,032.50)
	Bill	10/21/2023	INV-07096		(3,641.25)
	Bill	10/21/2023	INV-07106		(1,383.10)
	Bill	10/21/2023	INV-07110		(1,961.19)
	Bill	10/21/2023	INV-07116		(1,855.40)
	Bill	10/21/2023	INV-07124		(1,266.60)
	Bill	10/21/2023	INV-07129		(1,120.40)
	Bill	10/21/2023	INV-07142		(1,695.00)
	Bill Payment	10/24/2023	128303		17,747.94
Amount Unapplied - Bill Payment #128303 - Effectual Educational Consulting Service(CAVA@SAN DIEG0)					(0.00)
					(0.00)
Bill Payment #128305 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	10/21/2023	INV-03323		(170.00)
	Bill Payment	10/24/2023	128305		170.00
Bill Payment #128277 - EMHSports USA, Inc(CAVA@SAN DIEGO)	Bill	10/12/2023	INV-03294		(1,020.00)
	Bill	10/12/2023	INV-03300		(1,360.00)
	Bill	10/12/2023	INV-03301		(297.50)
	Bill	10/12/2023	INV-03307		(850.00)
	Bill	10/12/2023	INV-03310		(510.00)
	Bill	10/12/2023	INV-03317		(680.00)
	Bill Payment	10/12/2023	128277		4,717.50
					0.00
Bill Payment #128302 - E-Therapy LLC(CAVA @ San Diego)	Bill	10/21/2023	INV-06912		(1,413.30)
	Bill Payment	10/24/2023	128302		1,413.30
Bill Payment #128259 - E-Therapy LLC(CAVA @ San Diego)	Bill	10/04/2023	INV-06830		(2,946.94)
	Bill	10/04/2023	INV-06831		(3,510.60)
	Bill	10/04/2023	INV-06832		(3,991.93)
	Bill	10/04/2023	INV-06833		(3,405.80)
	Bill	10/04/2023	INV-06835		(597.00)
	Bill	10/04/2023	INV-06845		(1,218.00)
	Bill	10/04/2023	INV-06854		(2,504.14)
	Bill	10/04/2023	INV-06863		(213.74)
	Bill	10/04/2023	INV-06885		(4,749.80)
	Bill	10/04/2023	INV-06886		(2,654.13)
	Bill	10/04/2023	INV-06887		(3,420.70)
	Bill	10/04/2023	INV-06888		(2,729.04)
	Bill	10/04/2023	INV-06889		(786.80)
	Bill	10/04/2023	INV-06898		(143.75)
	Bill Payment	10/05/2023	128259		32,872.37
Amount Unapplied - Bill Payment #128259 - E-Therapy LLC(CAVA @ San Diego)					0.00
					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128279 - Foundations Therapy Service(CAVA @ San Diego)	Bill	10/12/2023	INV-00746		(275.00)
	Bill	10/12/2023	INV-00753		(100.00)
	Bill Payment	10/12/2023	128279		375.00
					0.00
Bill Payment #ACH 10.26.2023 - K12 MANAGEMENT INC	Bill	08/21/2023	SD - INV-003-11418 - Aug 23 - COM	SD - INV-003-11418 - Aug 23 - COM	(206,774.41)
	Bill	09/20/2023	SD - INV-003-11838 -Augl 23 - Lease	SD - INV-003-11838 -Augl 23 - Lease	(7,860.36)
	Bill	09/22/2023	SD - INV-003-11982 - Sep 2023 - TCHR OLS	SD - INV-003-11982 - Sep 2023 - TCHR OLS	(64,172.08)
	Bill	09/19/2023	SD - INV-003-11647 - Sep 23 - Adobe Lic	SD - INV-003-11647 - Sep 23 - Adobe Lic	(40.00)
	Bill	09/19/2023	SD - INV-003-11682 - Sep 23 - COM	SD - INV-003-11682 - Sep 23 - COM	(273,155.00)
	Bill	09/19/2023	SD - INV-003-11731 - Sep 23 - MAT	SD - INV-003-11731 - Sep 23 - MAT	(266,856.50)
	Bill Payment	10/26/2023	ACH 10.26.2023	OCT 2023 K12/Stride Payment	818,858.35
					0.00
Bill Payment #128313 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	Bill	10/24/2023	INV-05437		(241.25)
	Bill	10/24/2023	INV-05443		(788.75)
	Bill	10/24/2023	INV-05444		(555.00)
	Bill	10/24/2023	INV-05448		(349.34)
	Bill	10/24/2023	INV-05449		(725.40)
	Bill	10/24/2023	INV-05451		(470.60)
	Bill	10/24/2023	INV-05452		(384.58)
	Bill	10/24/2023	INV-05453		(183.33)
	Bill	10/21/2023	INV-05380		(617.50)
	Bill	10/21/2023	INV-05384		(34.65)
	Bill	10/21/2023	INV-05389		(146.66)
	Bill	10/21/2023	INV-05392		(208.75)
	Bill	10/21/2023	INV-05395		(360.00)
	Bill	10/21/2023	INV-05398		(227.50)
	Bill	10/21/2023	INV-05400		(363.68)
	Bill	10/21/2023	INV-05402		(607.10)
	Bill	10/21/2023	INV-05404		(635.00)
	Bill	10/21/2023	INV-05417		(536.25)
	Bill	10/21/2023	INV-05429		(617.50)
	Bill Payment	10/24/2023	128313		8,052.84
					(750.00)
Bill Payment #128283 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	Bill	10/12/2023	INV-05301		(369.58)
	Bill	10/12/2023	INV-05349		(341.25)
	Bill	10/12/2023	INV-05354		(509.60)
	Bill	10/12/2023	INV-05356		(463.42)
	Bill	10/12/2023	INV-05358		(559.82)
	Bill	10/12/2023	INV-05361		(520.00)
	Bill	10/12/2023	INV-05363		(801.25)
	Bill	10/12/2023	INV-05366		(683.75)
	Bill	10/12/2023	INV-05367		(237.97)
	Bill	10/12/2023	INV-05371		5,236.64
	Bill Payment	10/12/2023	128283		(601.35)
Bill Payment #128264 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)	Bill	10/04/2023	INV-05179		(797.50)
	Bill	10/04/2023	INV-05229		(379.17)
	Bill	10/04/2023	INV-05274		(411.67)
	Bill	10/04/2023	INV-05275		(681.25)
	Bill	10/04/2023	INV-05276		(487.50)
	Bill	10/04/2023	INV-05277		(650.00)
	Bill	10/04/2023	INV-05278		(876.23)
	Bill	10/04/2023	INV-05279		(247.50)
	Bill	10/04/2023	INV-05280		(384.57)
	Bill	10/04/2023	INV-05281		(528.42)
	Bill	10/04/2023	INV-05282		(544.17)
	Bill	10/04/2023	INV-05300		(362.92)
	Bill	10/04/2023	INV-05302		(669.50)
	Bill	10/04/2023	INV-05306		(608.00)
	Bill	10/04/2023	INV-05308		(357.50)
	Bill	10/04/2023	INV-05312		(955.59)
	Bill	10/04/2023	INV-05314		(693.33)
	Bill	10/04/2023	INV-05325		(463.61)
	Bill	10/04/2023	INV-05326		(656.50)
	Bill	10/04/2023	INV-05342		(482.50)
	Bill	10/04/2023	INV-05344		(346.67)
	Bill	10/04/2023	INV-05347		12,185.45
	Bill Payment	10/05/2023	128264		0.00
Amount Unapplied - Bill Payment #128283 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					0.00
Amount Unapplied - Bill Payment #128264 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Diego)					0.00
Bill Payment #128284 - Ocean View NPS(CAVA @ San Diego)	Bill	10/12/2023	CAVA 0923		(5,614.82)
	Bill Payment	10/12/2023	128284		5,614.82
					0.00
Bill Payment #128314 - Partners in Special Education(CAVA @ San Diego)	Bill	10/21/2023	INV-00943		(165.00)
	Bill Payment	10/24/2023	128314		165.00
					(431.25)
Bill Payment #128285 - Partners in Special Education(CAVA @ San Diego)	Bill	10/12/2023	INV-00935		431.25
	Bill Payment	10/12/2023	128285		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128265 - Partners in Special Education(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00925		(150.00)
	Bill Payment	10/05/2023	128265		150.00
					0.00
Bill Payment #128315 - PresenceLearning, Inc.(CAVA @ San Diego)					
	Bill	10/21/2023	INV-08283		(463.75)
	Bill	10/21/2023	INV-08290		
	Bill	10/21/2023	INV-08291		(1,065.51)
	Bill	10/21/2023	INV-08292		(920.00)
	Bill	10/21/2023	INV-08293		(923.75)
	Bill	10/21/2023	INV-08294		(1,080.00)
	Bill	10/21/2023	INV-08295		(1,011.25)
	Bill	10/21/2023	INV-08296		(1,233.76)
	Bill	10/21/2023	INV-08297		(1,091.25)
	Bill	10/21/2023	INV-08298		(976.25)
	Bill	10/21/2023	INV-08299		(900.44)
	Bill	10/21/2023	INV-08324		(973.75)
	Bill	10/21/2023	INV-08327		(245.00)
	Bill	10/21/2023	INV-08328		(30.00)
	Bill Payment	10/24/2023	128315		(775.00)
Amount Unapplied - Bill Payment #128315 - PresenceLearning, Inc.(CAVA @ San Diego)					11,689.71
					(0.00)
					(0.00)
Bill Payment #128320 - Speech Guy, LLC(CAVA @ San Diego)	Bill	10/21/2023	INV-00895		
	Bill Payment	10/24/2023	128320		(3,442.50)
Bill Payment #128269 - Speech Guy, LLC(CAVA @ San Diego)	Bill	10/04/2023	INV-00883		3,442.50
	Bill Payment	10/05/2023	128269		(2,966.25)
					2,966.25
					0.00
Bill Payment #128266 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00713		(4,621.85)
	Bill Payment	10/05/2023	128266		4,621.85
					0.00
Bill Payment #128282 - MK Innovations Inc dba The Silly Room(CAVA @ San Diego)					
	Bill	10/12/2023	INV-00528		(5,675.00)
	Bill Payment	10/12/2023	128282		5,675.00
					0.00
Bill Payment #128322 - TinyEYE Technology Corporation(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00465		(378.00)
	Bill Payment	10/24/2023	128322		378.00
					0.00
Bill Payment #128323 - Virtual Technologies Group(CAVA@SAN DIEGO)					
	Bill	10/21/2023	204343		(1,089.30)
	Bill	10/21/2023	204392		
	Bill	10/21/2023	204393		(1,089.30)
	Bill	10/21/2023	204422		(1,351.49)
	Bill	10/21/2023	204441		(1,089.30)
	Bill Payment	10/24/2023	128323		(2,944.58)
Bill Payment #128290 - Virtual Technologies Group(CAVA@SAN DIEGO)					7,563.97
	Bill	10/12/2023	204309		(2,944.58)
	Bill Payment	10/12/2023	128290		
Bill Payment #128271 - Virtual Technologies Group(CAVA@SAN DIEGO)				Credit Memo #204218 Virtual Technologies Group	2,944.58
	Bill	10/04/2023	203824		(1,486.17)
	Bill	10/04/2023	203845		
	Bill	10/04/2023	203846		(991.59)
	Bill	10/04/2023	203847		(991.59)
	Bill	10/04/2023	203915		(3,073.88)
	Bill	10/04/2023	204203		(1,486.17)
	Bill Payment	10/05/2023	128271		(1,091.73)
Bill Credit ##204218 - Virtual Technologies Group(CAVA@SAN DIEGO)					9,121.13
	Bill	10/12/2023	204208		(1,091.73)
	Bill Credit	10/12/2023	#204218	Credit Memo #204218 Virtual Technologies Group	1,091.73
					0.00
Bill Payment #128292 - Anchor Counseling & Education Solutions(CAVA@SAN DIEGO)					
	Bill	10/24/2023	INV-06385		(2,619.77)
	Bill	10/21/2023	INV-06384		
	Bill	10/21/2023	INV-06398		(6,197.08)
	Bill Payment	10/24/2023	128292		(332.50)
Bill Payment #128249 - Anchor Counseling & Education Solutions(CAVA@SAN DIEGO)					9,149.35
	Bill	10/04/2023	INV-06350		(3,504.16)
	Bill	10/04/2023	INV-06357		
	Bill	10/04/2023	INV-06370		(245.00)
	Bill Payment	10/05/2023	128249		(1,018.71)
					4,767.87
					0.00
Bill Payment #128296 - Beyond Blindness, Inc.(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00109		(3,024.59)
	Bill Payment	10/24/2023	128296		3,024.59
					0.00
Bill Payment #128311 - Marnie J Young dba Adapted Child's Play(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00344		(3,058.58)
	Bill Payment	10/24/2023	128311		3,058.58
Bill Payment #128262 - Marnie J Young dba Adapted Child's Play(CAVA @ San Diego)					(80.00)
	Bill	10/04/2023	INV-00335		
	Bill	10/04/2023	INV-00333		(858.06)
	Bill	10/04/2023	INV-00334		(320.00)
	Bill Payment	10/05/2023	128262		1,258.06
					0.00
Bill Payment #128286 - RCM Technologies (USA), Inc.(CAVA @ San Diego)					
	Bill	10/12/2023	INV-00198		(28.75)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128286 - RCM Technologies (USA), Inc.(CAVA @	Bill Payment	10/12/2023	128286		28.75
					0.00
					(252.70)
Bill Payment #ACH_Part of Insperity ACH 10.06.23 - Insperity(CAVA@SAN DIEGO)	Bill	10/31/2023	SD_OCT 2023_414H Return	SD_OCT 2023 - Return on 414H Deduction	252.70
	Bill Payment	10/31/2023	ACH_Part of Insperity ACH 10.06.23	SD_OCT 2023 - Return on 414H Deduction	(1,438.13)
Bill Payment #ACH 10.27.2023 - Insperity(CAVA@SAN DIEGO)	Bill	10/31/2023	SD_OCT'23 PYRL	SD_OCT 2023 Var. PYRL Invs	1,438.13
	Bill Payment	10/27/2023	ACH 10.27.2023	SD_OCT 2023 Var. PYRL Invs	(823,238.65)
Bill Payment #ACH 10.25.2023 - Insperity(CAVA@SAN DIEGO)	Bill	10/31/2023	SD_OCT'23 PYRL	SD_OCT 2023 Var. PYRL Invs	823,238.65
	Bill Payment	10/25/2023	ACH 10.25.2023	SD_OCT 2023 Var. PYRL Invs	(2,372.53)
Bill Payment #ACH 10.20.2023 - Insperity(CAVA@SAN DIEGO)	Bill	10/31/2023	SD_OCT'23 PYRL	SD_OCT 2023 Var. PYRL Invs	2,372.53
	Bill Payment	10/20/2023	ACH 10.20.2023	SD_OCT 2023 Var. PYRL Invs	(819,667.05)
Bill Payment #ACH 10.06.2023 - Insperity(CAVA@SAN DIEGO)	Bill	10/31/2023	SD_OCT'23 PYRL	SD_OCT 2023 Var. PYRL Invs	819,667.05
	Bill Payment	10/06/2023	ACH 10.06.2023		0.00
					(672.00)
Bill Payment #128301 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	Bill	10/24/2023	INV-00191		(840.00)
	Bill	10/24/2023	INV-00194		(1,680.00)
	Bill	10/21/2023	INV-00181		(1,512.00)
	Bill	10/21/2023	INV-00182		4,704.00
	Bill Payment	10/24/2023	128301		(840.00)
Bill Payment #128257 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Diego)	Bill	10/04/2023	INV-00154		(2,436.00)
	Bill	10/04/2023	INV-00165		(1,596.00)
	Bill	10/04/2023	INV-00166		4,872.00
	Bill Payment	10/05/2023	128257		0.00
					(549.00)
Bill Payment #128309 - Growing Healthy Children Therapy Services, Inc.(CAVA @ San Diego)	Bill	10/21/2023	INV-00261		549.00
	Bill Payment	10/24/2023	128309		0.00
					(2,630.00)
Bill Payment #128312 - Michelle Miller dba TheraStaffers(CAVA @ San Diego)	Bill	10/21/2023	INV-00327		2,630.00
	Bill Payment	10/24/2023	128312		(1,130.00)
Bill Payment #128263 - Michelle Miller dba TheraStaffers(CAVA @ San Diego)	Bill	10/04/2023	INV-00320		1,130.00
	Bill Payment	10/05/2023	128263		0.00
					(41,850.89)
Bill Payment #ACH 10.31.2023 - State Board of Equalization(CAVA@SAN DIEGO)	Bill	09/27/2023	SD_Use Tax_SEP 2023	SD_Matrls/Comptr Use Tax_SEP 2023	(3,922.87)
	Bill	10/31/2023	SD_Use Tax_SEP'23 Qtr End Adj	SD_Matrls/Comptr Use Tax_SEP 2023 Qtr End Adj.	45,773.76
	Bill Payment	10/31/2023	ACH 10.31.2023	SD_Matrls/Comptr Use Tax_SEP 2023 Qtr End & Adj.	0.00
					(1,430.05)
Bill Payment #128297 - Braille Abilities, LLC(CAVA @ San Diego)	Bill	10/24/2023	INV-00089		1,430.05
	Bill Payment	10/24/2023	128297		(584.39)
Bill Payment #128253 - Braille Abilities, LLC(CAVA @ San Diego)	Bill	10/04/2023	INV-00076		(357.51)
	Bill	10/04/2023	INV-00079		941.90
	Bill Payment	10/05/2023	128253		0.00
					(450.00)
Bill Payment #128307 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	10/21/2023	INV-00330		(420.00)
	Bill	10/21/2023	INV-00351		(750.00)
	Bill	10/21/2023	INV-00346		(120.00)
	Bill	10/21/2023	INV-00344		1,740.00
	Bill Payment	10/24/2023	128307		(210.00)
Bill Payment #128280 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	10/12/2023	INV-00328		(120.00)
	Bill	10/12/2023	INV-00327		(30.00)
	Bill	10/12/2023	INV-00326		(390.00)
	Bill	10/12/2023	INV-00294		(180.00)
	Bill	10/12/2023	INV-00303		930.00
	Bill Payment	10/12/2023	128280		(600.00)
Bill Payment #128261 - Grace Speech Therapy Corp.(CAVA @ San Diego)	Bill	10/04/2023	INV-00281		600.00
	Bill Payment	10/05/2023	128261		0.00
					(300.00)
Bill Payment #128295 - Best Hearing San Diego(CAVA @ San Diego)	Bill	10/21/2023	INV-00041		300.00
	Bill Payment	10/24/2023	128295		0.00
					(843.75)
Bill Payment #128288 - The Miri Center. A Professional Psychological Corporation(CAVA @ San Diego)	Bill	10/12/2023	INV-00345		843.75
	Bill Payment	10/12/2023	128288		0.00
					(5,300.00)
Bill Payment #128308 - Green Hasson & Janks LLP(CAVA@SAN DIEGO)	Bill	10/21/2023	80764		5,300.00
	Bill Payment	10/24/2023	128308		0.00
					(77.50)
Bill Payment #128273 - Augmentative Communications Solutions(CAVA @ San Diego)	Bill	10/12/2023	INV-00370		77.50
	Bill Payment	10/12/2023	128273		(3,700.00)
Bill Payment #128251 - Augmentative Communications Solutions(CAVA @ San Diego)	Bill	10/04/2023	INV-00366		3,700.00
	Bill Payment	10/05/2023	128251		0.00
					(2,950.83)
Bill Payment #128298 - Bridge The Gap Sped, LLC(CAVA @ San Diego)	Bill	10/24/2023	INV-00119		2,950.83
	Bill Payment	10/24/2023	128298		0.00

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
October 01, 2023 - October 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #128306 - EverDriven Technologies LLC(CAVA @ San Diego)					
	Bill	10/21/2023	1628-09/2023 Fuel		(41.47)
	Bill Payment	10/24/2023	128306		41.47
Bill Payment #128278 - EverDriven Technologies LLC(CAVA @ San Diego)					
	Bill	10/12/2023	44093		(2,625.81)
	Bill Payment	10/12/2023	128278		2,625.81
					0.00
Bill Payment #128310 - Jamshid and Shahrzad Kashanchi(CAVA @ San Diego)					
	Bill	10/21/2023	Sept 2023 Reimb		(2,800.00)
	Bill Payment	10/24/2023	128310		2,800.00
					0.00
Bill Payment #128317 - Sally Gonzalez(CAVA @ San Diego)	Bill	10/21/2023	INV-00164		(250.00)
	Bill Payment	10/24/2023	128317		250.00
Bill Payment #128287 - Sally Gonzalez(CAVA @ San Diego)	Bill	10/12/2023	INV-00158		(200.00)
	Bill	10/12/2023	INV-00161		(225.00)
	Bill Payment	10/12/2023	128287		425.00
Bill Payment #128267 - Sally Gonzalez(CAVA @ San Diego)	Bill	10/04/2023	INV-00154		(200.00)
	Bill	10/04/2023	INV-00155		(50.00)
	Bill Payment	10/05/2023	128267		250.00
					0.00
Bill Payment #128321 - The Stepping Stones Group LLC(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00072		(1,576.25)
	Bill	10/21/2023	INV-00078		(31.00)
	Bill	10/21/2023	INV-00079		(161.00)
	Bill Payment	10/24/2023	128321		1,768.25
Bill Payment #128289 - The Stepping Stones Group LLC(CAVA @ San Diego)					
	Bill	10/12/2023	INV-00068		(124.00)
	Bill	10/12/2023	INV-00059		(903.25)
	Bill Payment	10/12/2023	128289		1,027.25
Bill Payment #128270 - The Stepping Stones Group LLC(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00034		(753.25)
	Bill	10/04/2023	INV-00045		(688.00)
	Bill	10/04/2023	INV-00056		(124.00)
	Bill Payment	10/05/2023	128270		1,565.25
					0.00
Bill Payment #128294 - Axis Teletherapy(CAVA @ San Diego)	Bill	10/24/2023	INV-00037		(47.00)
	Bill	10/24/2023	INV-00040		(46.00)
	Bill	10/24/2023	INV-00035		(47.00)
	Bill	10/24/2023	INV-00046		(47.00)
	Bill	10/24/2023	INV-00051		(47.00)
	Bill Payment	10/24/2023	128294		234.00
Bill Payment #128274 - Axis Teletherapy(CAVA @ San Diego)	Bill	10/12/2023	INV-00023		(1,021.50)
	Bill	10/12/2023	INV-00024		(236.00)
	Bill	10/12/2023	INV-00012		(217.10)
	Bill	10/12/2023	INV-00011		(88.50)
	Bill Payment	10/12/2023	128274		1,563.10
					0.00
Bill Payment #128300 - Chase Boyle dba Snow Counseling(CAVA @ San Diego)					
	Bill	10/24/2023	INV-00068		(120.00)
	Bill	10/24/2023	INV-00075		(15.00)
	Bill	10/24/2023	INV-00055		(480.00)
	Bill	10/24/2023	INV-00078		(120.00)
	Bill	10/24/2023	INV-00087		(120.00)
	Bill Payment	10/24/2023	128300		855.00
Bill Payment #128256 - Chase Boyle dba Snow Counseling(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00032		(450.00)
	Bill	10/04/2023	INV-00043		(120.00)
	Bill	10/04/2023	INV-00047		(360.00)
	Bill Payment	10/05/2023	128256		930.00
					0.00
Bill Payment #128252 - Bay Area SpeechWorks(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00212		(135.00)
	Bill Payment	10/05/2023	128252		135.00
					0.00
Bill Payment #128299 - California Department of Education(CAVA @ San Diego)					
	Bill	10/21/2023	20230930-CAVASD		(18,751.00)
	Bill Payment	10/24/2023	128299		18,751.00
Bill Payment #128254 - California Department of Education(CAVA @ San Diego)					
	Bill	08/25/2023	C-070287		(187,812.00)
	Bill Payment	10/05/2023	128254		187,812.00
					0.00
Bill Payment #128304 - El Paseo Children's Center, Inc.(CAVA @ San Diego)					
	Bill	10/21/2023	INV-00810		(848.65)
	Bill Payment	10/24/2023	128304		848.65
Bill Payment #128276 - El Paseo Children's Center, Inc.(CAVA @ San Diego)					
	Bill	10/12/2023	INV-00805		(1,141.50)
	Bill Payment	10/12/2023	128276		1,141.50
Bill Payment #128260 - El Paseo Children's Center, Inc.(CAVA @ San Diego)					
	Bill	10/04/2023	INV-00780		(3,854.82)
	Bill	10/04/2023	INV-00789		(3,659.28)
	Bill	10/04/2023	INV-00799		(836.66)
	Bill Payment	10/05/2023	128260		8,350.76
					0.00
Bill Payment #128268 - Spectrum Center - Rossier Park High School(CAVA @ San Diego)					
	Bill	10/05/2023	8/31/2023		(1,147.32)
	Bill Payment	10/05/2023	128268		1,147.32
					0.00
Bill Payment #300666 - Adrian Fimbrez(CAVA @ San Diego)	Bill	10/04/2023	ISP - Spring 2023		(240.00)

K12 : SA : Full Financials CA Node : CAVASD
Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #300666 - Adrian Fimbrez(CAVA @ San Diego)	Bill Payment	10/05/2023	300666		240.00
					0.00
Bill Payment #300667 - Melissa Austin(CAVA @ San Diego)	Bill	10/04/2023	ISP - Fall 2022 Reissue		(240.00)
	Bill Payment	10/05/2023	300667		240.00
					0.00
Bill Payment #300668 - Melissa Holeman(CAVA @ San Diego)	Bill	10/04/2023	ISP - Spring 2023		(240.00)
	Bill Payment	10/05/2023	300668		240.00
					0.00
Bill Payment #300669 - Tatiana Heredia Belman(CAVA @ San Diego)	Bill	10/04/2023	ISP - Spring 2023 Reissue		(211.61)
	Bill Payment	10/05/2023	300669		211.61
					0.00
Bill Payment #300670 - Tialani Lopati(CAVA @ San Diego)	Bill	10/04/2023	ISP - Spring 2023		(240.00)
	Bill Payment	10/05/2023	300670		240.00
					0.00
Bill Payment #128281 - Kadiant, LLC(CAVA @ San Diego)	Bill	10/12/2023	INV-00030		(195.00)
	Bill Payment	10/12/2023	128281		195.00
					0.00
Bill Payment #300671 - Alyx Portillo(CAVA @ San Diego)	Bill	10/12/2023	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	10/12/2023	300671		240.00
					0.00
Bill Payment #300672 - Asahanti Jackson(CAVA @ San Diego)	Bill	10/12/2023	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	10/12/2023	300672		240.00
					0.00
Bill Payment #300673 - Daisy Espinoza(CAVA @ San Diego)	Bill	10/12/2023	ISP - Spring 2023 Reissue		(211.61)
	Bill Payment	10/12/2023	300673		211.61
					0.00
Bill Payment #300674 - Irvin Vasquez(CAVA @ San Diego)	Bill	10/12/2023	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	10/12/2023	300674		240.00
					0.00
Bill Payment #300675 - Rocio Pelayo(CAVA @ San Diego)	Bill	10/12/2023	ISP - Spring 2023 Reissue		(240.00)
	Bill Payment	10/12/2023	300675		240.00
					0.00
Bill Payment #128316 - Rids Brother Company Inc(CAVA @ San Diego)	Bill	10/21/2023	1371		(1,600.00)
	Bill	10/21/2023	1381 Ramirez		(4,000.00)
	Bill Payment	10/24/2023	128316		5,600.00
					0.00
Bill Payment #128318 - School Pathways LLC(CAVA@SAN DIEGO)	Bill	10/21/2023	140-INV5481		(43,690.57)
	Bill Payment	10/24/2023	128318		43,690.57
					0.00
Bill Payment #128319 - Shelton Technologies And Resources LLC(CAVA @ San Diego)	Bill	10/21/2023	5856		(997.43)
	Bill Payment	10/24/2023	128319		997.43
					0.00
				Total	3,028,507.74

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Virtual Technologies Group	14,881.39
Resonant Education, LLC	5,653.44
Zoom Video Communications, Inc.	3,902.54
Law Offices of Young, Minney & Corr, LLP	2,299.97
PATHWAYos	2,204.90
California State Controller's Office	1,823.96
Kajeet Inc.	1,758.36
Solution Tree	1,750.91
Simply Solar LLC	1,554.30
UPS	1,510.90
FusionPlus Inc	1,295.25
Conejo Valley Electric	1,115.13
Barrington Staffing Services	1,026.71
Crestline Specialties, Inc	840.11
Southern California Edison	697.20
Certified Languages International	669.75
DataBasics, Inc.	664.68
The Back Room Inc	594.09
Supreme Facility Services, Inc.	568.18
De Lage Landen Financial Services Inc.	458.23
City of Stockton	456.25
Facilitron	427.95
AT&T Mobility	412.08
UBEO Business Services	380.96
Comm-Core	356.96
AXIS Teletherapy	327.08
Staples	289.27
City Printing Graphics	221.88
City of Simi Valley	179.84
NASSP	154.00
Quill Corporation	141.91
Ontario Refrigeration	139.20
Document Tracking Services	134.40
Verizon Wireless	124.91
Amazon	110.48
Carmen Gomez Ruiz	103.62
Crisis Prevention Institute	103.62
Bill.com	101.38
AppleOne Employment Services	92.68
Avant Assessment, LLC.	87.47
Marriott Burbank	84.97
ADT Commercial	81.04

Transaction Summary
CAVA @ San Diego

Vendor	Amount
Costco	80.40
Waste Management	72.60
VistaPrint	72.27
ESGI LLC	64.88
Sparkletts	57.29
Western Exterminator Company	38.49
Wayfair	37.78
Paper Recycling & Shredding	33.85
Doctors Wellness Company LLC dba WellnessMart MD	21.41
Lozano Smith Attorneys at Law	14.23
SkillsUSA California	8.35
SkillsUSA	6.68
Grand Total	**50,290.18**

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
Carmen Gomez Ruiz							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2094	September	600.00	103.62
	Operations and Housekeeping Services Total					600.00	103.62
Carmen Gomez Ruiz Total						600.00	103.62
Paper Recycling & Shredding							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 555630	September (9/1	98.00	16.92
				LLC 556663	September (9/2	98.00	16.92
	Office Expense Total					196.00	33.85
Paper Recycling & Shredding Total						196.00	33.85
Staples							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3547080067	September (9/8)	1,589.36	274.48
				LLC 3547080068	September (9/8)	85.63	14.79
	Office Expense Total					1,674.99	289.27
Staples Total						1,674.99	289.27
UPS							
	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E383	September (9/2	1,561.54	269.68
				LLC 000073Y68E393	September (9/3	2,713.88	468.69
				LLC 000073Y68E403	October (10/7)	1,168.07	201.73
				LLC 000073Y68E413	October (10/14)	1,877.19	324.19
			280 SPED	LLC 0000V9159W383	September (9/2	405.69	72.20
				LLC 0000V9159W393	September (9/3	465.80	82.90
				LLC 0000V9159W403	October (10/7)	243.02	43.25
				LLC 0000V9159W413	October (10/14)	271.22	48.27
	Shipping Total					8,706.41	1,510.90
UPS Total						8,706.41	1,510.90
Waste Management							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6762646-0283-7	October	167.38	28.91
				LLC 6762665-0283-7	October	253.00	43.69
	Operations and Housekeeping Services Total					420.38	72.60
Waste Management Total						420.38	72.60
Barrington Staffing Services							
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 42876	September (9/2	1,211.03	209.15
				LLC 42902	October (10/1)	2,003.36	345.98
				LLC 42926	October (10/8)	718.53	124.09
				LLC 42944	October (10/8)	1,293.60	223.41
				LLC 42951	October (10/15)	718.53	124.09
	Outside Service Total					5,945.05	1,026.71
Barrington Staffing Services Total						5,945.05	1,026.71
DataBasics, Inc.							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812161	October	3,848.75	664.68
	Outside Service-General Total					3,848.75	664.68
DataBasics, Inc. Total						3,848.75	664.68
FusionPlus Inc							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1003	October	7,500.00	1,295.25
	Outside Service-General Total					7,500.00	1,295.25
FusionPlus Inc Total						7,500.00	1,295.25
Law Offices of Young, Minney & Corr, LLP							
	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 6718	September	1,342.50	231.85
				LLC 6917	September	910.00	175.56
				LLC 6999	September	9,639.36	1,859.69
			280 SPED	LLC 6999	September	162.50	32.87
	Legal Fees Total					12,054.36	2,299.97
Law Offices of Young, Minney & Corr, LLP Total						12,054.36	2,299.97
Sparkletts							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 10012	September	331.74	57.29
	Office Expense Total					331.74	57.29
Sparkletts Total						331.74	57.29
Document Tracking Services							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Se	LLC T-930650065	September	15,079.62	134.40
	Outside Service-General Total					15,079.62	134.40
Document Tracking Services Total						15,079.62	134.40
Verizon Wireless							
	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9945964876	September	723.27	124.91
	Telephone - Adminstration Total					723.27	124.91
Verizon Wireless Total						723.27	124.91
Certified Languages International							
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Se	LLC 74586093023	September	2,833.50	669.75
	Outside Service-General Total					2,833.50	669.75
Certified Languages International Total						2,833.50	669.75
Comm-Core							
	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1078891	October	2,066.94	356.96
	Communications Total					2,066.94	356.96
Comm-Core Total						2,066.94	356.96
Supreme Facility Services, Inc.							
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3595	October	3,290.00	568.18
	Operations and Housekeeping Services Total					3,290.00	568.18
Supreme Facility Services, Inc. Total						3,290.00	568.18
Amazon							
	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3123448	October	73.98	12.65
				6472218	October	173.73	29.71
				1433837	October	29.91	5.12
				9528253	October	23.35	3.99
				4563411	October	59.73	10.21
				4106605	October	59.57	10.19
				7591424	October	61.11	10.45
				2729840	October	101.87	17.42
				3672209	October	62.78	10.74
	Office Expense Total					646.03	110.48

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
						646.03	110.48
Amazon Total						175.65	30.33
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 34661519	September (9/1		
				LLC 34688888	September (9/1	440.24	76.03
				LLC 34791271	September (9/2	18.22	3.15
				LLC 34791688	September (9/2	187.63	32.40
	Office Expense Total					821.74	141.91
Quill Corporation Total						821.74	141.91
						637.71	110.13
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 805578466715 7	October		
				LLC 2654573805	October	1,748.36	301.94
	Communications Total					2,386.07	412.08
AT&T Mobility Total						2,386.07	412.08
						2,653.35	458.23
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 81160400	October	2,653.35	458.23
	Equipment Rental Expense Total					2,653.35	458.23
De Lage Landen Financial Services Inc. Total						3,440.00	594.09
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2241	September (9/3	3,440.00	594.09
	Outside Service-General Total					3,440.00	594.09
The Back Room Inc Total						536.64	92.68
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6714284	September (9/1	536.64	92.68
	Outside Service Total					536.64	92.68
AppleOne Employment Services Total						200.00	34.54
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-025920	September (9/1		
				LLC NAIN-025932	September (9/1	200.00	34.54
				LLC NAIN-025967	September (9/1	200.00	34.54
	Teacher Training Total					600.00	103.62
Crisis Prevention Institute Total						600.00	103.62
						124.00	21.41
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC CVA20230930	September	124.00	21.41
	Outside Service-General Total					124.00	21.41
Doctors Wellness Company LLC dba WellnessMart MD Total						3,060.00	340.56
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Stude	LLC S286691	September (9/2		
				LLC S286706	September (9/2	4,780.00	880.24
				LLC S287329	October (10/5)	4,780.00	530.10
	Teacher Training Total					12,620.00	1,750.91
Solution Tree Total						12,620.00	1,750.91
						222.85	38.49
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 5109748S	September (9/2	222.85	38.49
	Operations and Housekeeping Services Total					222.85	38.49
Western Exterminator Company Total						806.00	139.20
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW28534M	October (10/1)	806.00	139.20
	Operations and Housekeeping Services Total					806.00	139.20
Ontario Refrigeration Total						7,519.22	1,347.83
Kajeet Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC INV30795	September (9/3	2,872.82	410.53
				LLC INV30921	October (10/11)	10,392.04	1,758.36
	Non K12 Curriculum Total					10,392.04	1,758.36
Kajeet Inc. Total						1,381.00	101.38
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	23102599985	October	1,381.00	101.38
	Dues and Memberships Total					1,381.00	101.38
Bill.com Total						394.23	68.08
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 152060261	October	75.00	12.95
				LLC 152237222	September (9/2	469.23	81.04
	Operations and Housekeeping Services Total					469.23	81.04
ADT Commercial Total						491.40	87.47
Avant Assessment, LLC.	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	800 A-G Complet	LLC 28796	July (7/12)	491.40	87.47
	Materials and Supplies Total					491.40	87.47
Avant Assessment, LLC. Total						1,820.00	327.08
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 2212	August (8/31)	1,820.00	327.08
	Subagreements for Services Total					1,820.00	327.08
AXIS Teletherapy Total						1,284.75	221.88
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 23-31050	September (9/1	1,284.75	221.88
	Printing Expense Total					1,284.75	221.88
City Printing Graphics Total						7,575.41	840.11
Crestline Specialties, Inc	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	330 SUPP - Engal	LLC 3571999	September (9/1	7,575.41	840.11
	School Event Total					7,575.41	840.11
Crestline Specialties, Inc Total						585.00	64.88
ESGI LLC	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	440 SUPP - Asses	LLC ESGI46837	September (9/2		

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
ESGI LLC	Materials and Supplies Total					585.00	64.88
ESGI LLC Total						585.00	64.88
Lozano Smith Attorneys at Law	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	280 SPED	LLC 2199347	September (9/2	185.00	14.23
	Travel and Conferences Total					185.00	14.23
Lozano Smith Attorneys at Law Total						185.00	14.23
Resonant Education, LLC	Program Fees & Other Instructional : Miscellaneous	56303 Program Fees & Other Instructional : Miscellaneous	560 Title I	LLC 1615	September (9/2:	17,700.00	3,259.48
				LLC 1616	September (9/2:	13,000.00	2,393.97
	Program Fees & Other Instructional : Miscellaneous Total					30,700.00	5,653.44
Resonant Education, LLC Total						30,700.00	5,653.44
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 -	August	2,169.98	374.76
				LLC 700203189681 - 1	September	1,867.06	322.44
	Utilities Total					4,037.04	697.20
Southern California Edison Total						4,037.04	697.20
Virtual Technologies Group	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	101 General	LLC 204162	September (9/2	86,168.78	14,881.39
	Computer Expense Total					86,168.78	14,881.39
Virtual Technologies Group Total						86,168.78	14,881.39
City of Stockton	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	101 General	LLC 100523	October	2,390.00	456.25
	School Event Total					2,390.00	456.25
City of Stockton Total						2,390.00	456.25
Conejo Valley Electric	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 19637	August (8/31)	6,457.00	1,115.13
	Operations and Housekeeping Services Total					6,457.00	1,115.13
Conejo Valley Electric Total						6,457.00	1,115.13
NASSP	Prepaid Other	13514 Prepaid Other	101 General	LLC 9001678198	December (12/1	385.00	154.00
	Prepaid Other Total					385.00	154.00
NASSP Total						385.00	154.00
PATHWAYos	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP – CRE	LLC 791	September (9/1)	11,550.00	2,204.90
	Non K12 Curriculum Total					11,550.00	2,204.90
PATHWAYos Total						11,550.00	2,204.90
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP – CRE	LLC 7217	September (9/1:	75.00	8.35
	Travel and Conferences Total					75.00	8.35
SkillsUSA California Total						75.00	8.35
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Stude	LLC INV219548411	September (9/1	40,475.00	3,902.54
	Non K12 Curriculum Total					40,475.00	3,902.54
Zoom Video Communications, Inc. Total						40,475.00	3,902.54
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 109162-5106761	October (10/4)	1,041.35	179.84
	Utilities Total					1,041.35	179.84
City of Simi Valley Total						1,041.35	179.84
SkillsUSA	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP – CRE	LLC N105716	September (9/2	60.00	6.68
	Travel and Conferences Total					60.00	6.68
SkillsUSA Total						60.00	6.68
UBEO Business Services	53304 Equipment Rental Expense	#N/A	101 General	LLC 4281742	October (10/12)	2,205.91	380.96
	53304 Equipment Rental Expense Total					2,205.91	380.96
UBEO Business Services Total						2,205.91	380.96
California State Controller's Office	SPED Settlements and Reimburse	#N/A	101 General	LLC 2018010321	October	10,000.00	1,823.96
	SPED Settlements and Reimburse Total					10,000.00	1,823.96
California State Controller's Office Total						10,000.00	1,823.96
Simply Solar LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3269	October (10/23)	9,000.00	1,554.30
	Operations and Housekeeping Services Total					9,000.00	1,554.30
Simply Solar LLC Total						9,000.00	1,554.30
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1062924384	October	470.10	80.40
	Office Expense Total					470.10	80.40
Costco Total						470.10	80.40
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_L5R7K1HC	October	422.57	72.27
	Office Expense Total					422.57	72.27
VistaPrint Total						422.57	72.27
Marriott Burbank	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	160 EDU EFF	10072023	October	500.00	84.97
	Travel and Conferences Total					500.00	84.97
Marriott Burbank Total						500.00	84.97
Wayfair	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3929491366	October	110.46	18.89
				3975475026	October	110.46	18.89
	Office Expense Total					220.92	37.78
Wayfair Total						220.92	37.78
Facilitron	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	160 EDU EFF	3CQ7WGG3YGCR	October	2,353.59	402.51
				48KYFTGBRZQQ	October	148.76	25.44
	Travel and Conferences Total					2,502.35	427.95
Facilitron Total						2,502.35	427.95

Transaction Details
CAVA @ San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SD
Grand Total						322,972.54	50,290.18

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #05

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: ASB Fundraising Policies and Procedures

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Diego approve the Associated Student Body (ASB) Constitution, Bylaws, Fundraising Policies and Procedures.

BACKGROUND: The purpose of the Associated Student Body (ASB) is to enable students to participate meaningfully in their school, foster a strong community spirit within the school, establish close cooperation among the students and staff at California Virtual Academy at San Diego, and enhance the organization and efficiency of student-led activities. The constitution, bylaws, policies, and procedures will help ensure the staff and students involved in ASB adhere to proper governance, compliance, accounting procedures and internal controls even though they may have little to no prior experience or training in such matters.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Associated Student Body (ASB) Constitution, Bylaws, Fundraising Policies and Procedures.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Francis "Paco" Burke
Chief Business Official

PRESENTED BY:
Francis "Paco" Burke
Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X					X
Ruben Garcia				X		
Shelly Hess	X					
Lori Enroth	X				X	
Stephanie Green				X		

CALIFORNIA VIRTUAL ACADEMIES™

Associated Student Body (ASB)

Policies and Procedures Guideline

2023

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

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CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

ASB CONSTITUTION AND BYLAWS

Article I- Name and Structure of Organization

This student government organization shall be known as The California Virtual Academies (CAVA) Associated Student Body (ASB). This group shall be led by the ASB Officers, a representative body of students elected by CAVA High School students to serve as leaders while promoting the growth and being the voice of the Student Body.

Article II- Purpose of Organization

The purposes of this organization shall be:

1. To enable students to participate meaningfully in their School;
2. To foster a strong community spirit within the School;
3. To establish close cooperation among the students and staff of California Virtual Academies;
4. To enhance the organization and efficiency of student-led activities;
5. To make official recommendations to the administration and other policy making bodies

Article III – Membership

Members shall consist of those with a minimum of a 2.0 GPA, and an application to become a member of ASB. All members must abide by the CAVA School Agreement and Parent/Student Handbook when participating in ASB meetings, events, and activities. As an Associated Student Body, we will stand for non-discrimination and will not allow race, gender, color, disability, religion, conscience, belief, preference, culture, or language to affect a student's participation in the ASB. Any discriminatory remarks or actions by officers, homeroom representatives, or ASB Members will be subject to immediate referral to CAVA administration.

Article IV – Executive Board Members

Principal or Site Administrator: Directly responsible for the conduct of student body activities and financial affairs in accordance with the policies and procedures established by the State, Governing Board, Superintendent, and Business Department.

ASB Advisor: Works directly with the students, supervising the activities of the student council and serving as a link from the student council to the ASB Bookkeeper and the principal/site administrator. ASB advisor is responsible for ensuring that adequate planning and internal controls are established, and all funds are properly accounted for and given to the ASB bookkeeper with all necessary paperwork at the end of the event. Will assist with the annual budget and revenue projection estimates and ensure that only valid expenditures are made and authorized from the funds.

ASB Bookkeeper: Responsible for all student body activities and funds and should maintain records and follow procedures established by the Business Department.

Article IV Cont.- ASB Officers (Student Council)

Executive President: Oversees the officers and conducts meetings along with initiating and following through with student led events. The president will work closely with the ASB advisor to create meeting agendas and PowerPoint presentations. The president will be required to attend every ASB meeting and event. If they will be absent, they need to notify the ASB Advisor and Vice President who will conduct the meeting/event in their stead. The president will also communicate regularly and in a timely fashion with the ASB advisor. Must be a CAVA student who is a 10th grader (with a letter of rec from a Homeroom teacher), junior (11th grade), or senior (12th grade). Must have a minimum of 1 year of experience serving in ASB (e.g., Homeroom Rep, member, or Executive Board). Must be in good academic standing (at least a 3.0 grade point average) without any compliancy issues.

Executive Vice President: Assists the President in running the meetings and planning the events, including meeting agendas. The Vice President will also be, with the ASB advisor and ASB Secretary, the webmaster of CAVA's ASB web page, and will update the website twice a month at minimum. The Vice President will be responsible for overseeing the Campus Presidents. If the President can no longer fulfill their duties, the Vice President will take over the President's responsibilities. Must be a CAVA student who will be a sophomore (10th grade), junior (11th grade) or senior (12th grade). Must have a minimum of 1 year experience serving in ASB (e.g., Homeroom Rep, member, or Executive Board). Must be in good academic standing at CAVA High School (at least a 2.5 grade point average) without any compliancy issues.

Parliamentarian: The Parliamentarian serves as the procedural interpreter of the ASB Constitution for all functions of student government at CAVA. It is their responsibility to ensure that every ASB meeting follows *Robert's Rules of Order*. Must have a minimum of 1 year experience serving in ASB (e.g., Homeroom Rep, member, or Executive Board). Must be without any compliance issues.

Executive Treasurer: Treasurer is responsible for keeping track of fundraising goals and the accounting ledger for ASB. The Treasurer will be responsible for providing details regarding funds during meetings. The treasurer must approve all funds before they can be used. Any grade level can be Executive Treasurer. However, 9th graders must have a letter of recommendation from their Math Teacher. Must not have any compliancy issues.

Executive Secretary: Secretary is responsible for keeping the minutes of meetings/events along with ASB member attendance. If the Secretary cannot make a meeting, he/she/they are responsible for designating an ASB Member to record the minutes. The Secretary will be responsible for emailing notes from meetings and activities within 24 hours or adding to the Teams files. The Secretary is responsible, along with the Executive Vice President, in creating the monthly newsletter and updating the ASB website. Any grade level can be Executive Secretary but must be without any compliancy issues.

Spirit Coordinators (9th/10th Grade; 11th/12th Grade): The Spirit Coordinators are responsible for creating/initiating events, spirit competitions, etc. to promote CAVA School Spirit. Spirit Coordinators are responsible for creating their own committees to support them. Must be a 9th/10th grader to be the 9th/10th grade Spirit Coordinator and must be an 11th/12th grader to be the 11th/12th grade Spirit Coordinator. Each Spirit Coordinator will be allowed a vote on any legislation and/or proposal that they themselves have not brought forth. Must be without any compliancy issues.

Campus Presidents (North, South, Freshman Academy): The Campus Presidents are responsible for representing their respective campuses and student population. The Campus Presidents will be required to attend all ASB meetings and ASB events (that pertain to their respective campus). The Campus Presidents are responsible for creating and leading HR rep meetings and other duties as needed to keep homeroom representatives in the loop with ASB. The Campus Presidents will try and be at as many CAVA outings as possible in their area (minimum of 1 per semester) to represent ASB. Any grade level can be a Campus President but must be assigned to the campus which they are representing. Must be in good academic standing at CAVA high school (at least 2.0 GPA) without any compliancy issues.

SCP Campus Presidents (North, South, Freshman Academy): The SCP Campus President is responsible for representing their campus and student population. The SCP Campus Presidents will be required to attend all ASB meetings and ASB events (that pertain to their respective campus). The SCP Campus President is responsible, along with the other Campus Presidents, for creating and leading HR rep meetings and other duties as needed to keep homeroom representatives in the loop with ASB. The SCP Campus President will try and be at as many CAVA outings as possible in their area (minimum of 1 per semester) to represent ASB. Any grade level can be the SCP Campus President but must be an active member of SkillsUSA. Must be in good academic standing at CAVA high school (at least 2.0 GPA) without any compliancy issues.

All elected officers must commit to being at every weekly ASB meeting. Failure to attend without prior notice, given to the ASB President, may result in the removal from the position. All officers and Homeroom Representative jobs will be tracked by the ASB advisor. Failure to complete officer responsibilities may result in removal from office.

Terms in Office

Each position on the ASB Executive Board shall serve for a 1-year term (Fall to Spring), however, may campaign again at the start of each school year.

Officer Succession

In the case that the President can no longer hold office, the Vice President will take over as president. In the case that the acting Vice President can no longer hold office, the order of succession will be as follows:

1) Parliamentarian
2) Executive Treasurer
3) Executive Secretary
4) Stride Career Prep Campus President
5) North Campus President
6) South Campus President
7) 11th/12th Grade Spirit Coordinator
8) Freshman Academy President
9) 9th/10th Grade Spirit Coordinator

Article V – Homeroom Representatives

The ASB shall also consist of all Homeroom Representatives.

Eligibility

All students serving as Homeroom Representatives must meet the following eligibility requirements:

- 1 student per homeroom (as designated by the respective Homeroom Teacher) unless otherwise allowed at the discretion of the ASB Advisor
- Hold a GPA of 2.0 or better
- Be in good standing with no compliancy issues
- Demonstrate clear communication skills, leadership qualities and a desire to represent their homeroom at Homeroom Representative Meetings

Expectations

All Homeroom Representatives must be willing to agree to the following expectations:

- Commit to serve during the entire school year
- Maintain the eligibility requirements during the academic year stated above
- Attend all virtual meetings as scheduled. Be open & available for additional meetings and preparation as needed. If more than two unexcused absences occur within the semester this may be grounds for dismissal. Absences must be cleared with the ASB Advisor
- Assist in school wide projects as designed by the Associated Student Body (ASB)
- Submit in a timely and organized fashion all necessary and delegated tasks
- Share announcements/updates with their homeroom at homeroom meetings
- Attend in-person events with learning coach that are within a reasonable driving distance

Homeroom Representative Succession

If a Homeroom Representative can no longer hold office, the acting Homeroom Teacher will appoint a replacement.

Article VI- Advisor

The ASB Advisor shall be designated by CAVA administration. The ASB advisor acts as a designee of CAVA's administrative team, and is empowered to manage council activities and provide leadership training.

Article VII – Meetings, Activities, and Absences

Meetings and ASB Led Activities

Meetings of the entire executive board of the ASB may be called by the ASB advisor, the ASB President or ASB Vice President. Regular ASB Board meetings shall be held weekly. In case of technical difficulties or emergency, the ASB Advisor shall have the authority to cancel a meeting. No special meeting may be called without prior notification of the ASB Advisor, and meetings will not be held without the ASB Advisor present.

Homeroom Representative meetings will be conducted at a minimum of once per month. These meetings will be run by the Campus Presidents with the ASB Advisor present.

ASB officers and homeroom representatives are not allowed to organize any type of strike against activities, rules, guidelines, etc. dictated by CAVA administration or the ASB advisor. Striking is defined as "a refusal to work organized by a body of people as a form of protest, typically in an attempt to gain a concession or concessions from their supervisor/administration/employer." If any CAVA ASB officer, homeroom representative, or other participant chooses to rally fellow students in to striking any CAVA ASB meeting or activity, that officer/homeroom representative/participant may be removed from his or her position on the first incident of striking. Any and all issues with ASB and/or CAVA must be presented to the ASB Advisor without affecting ASB meetings, events, etc.

Meeting and ASB Led Activities Absence Policy

- All members must alert the Executive President or ASB Advisor at least twenty-four hours (24) before the meeting if they are to miss the meeting unless it is an emergency.
- An unexcused absence is one where the Executive President or ASB advisor is uninformed of the absence or was not given twenty-four-hour (24) notice.
- All members have up to **two** unexcused absences.
- All members are required to read the minutes of the meeting if they arrive more than 10 minutes late or miss the entire meeting. Meeting minutes will be sent out by the Executive Secretary.

- If a member exceeds their two unexcused absences they may be eligible for removal from ASB. This will be based solely on the discretion of ASB President and ASB advisor.

Article VIII- Quorum

To conduct Executive Board business, at least 3/4 of the Board must be present.

Article IX- Legislation

All legislation and proposals must be officially brought to the discussion floor by one or more of the following:

- ASB Advisor
- ASB Executive Board Officer
- Committee Chair

A motion must be made in order to proceed with discussion and adoption of said legislation and proposals.

Articles X- Amendments

Amendments to this constitution may be proposed by:

1. ASB Advisor
2. ASB Executive Board Officer
3. ASB Member

Articles XI- Ratification

All legislation, proposals, and or amendments to this Constitution shall be ratified via a ¾ majority of the Executive Board and ASB Members.

Articles XII – Oath of Office

All elected ASB Executive Board officers shall take the *Oath of Office* prior to the date/time they begin their duties.

The ASB Advisor shall administer the *Oath of Office* to the elected Executive President. The Executive President shall then administer the *Oath of Office* to all newly elected Executive Board Officers.

"I (Name) do hereby affirm that I will, to the best of my ability, support the Constitution of the California Virtual Academy's Associated Student Body. I affirm that I will, to the best of my ability, promote, maintain, and extend the worth, value and name of California Virtual Academies High School."

GENERAL BUSINESS PRACTICES & INTERNAL CONTROLS

The Business Operating Cycle & Bank Account Management

The business operating cycle is oriented around the school year and fiscal year starting at July 1st and ending June 30th. The business operating cycle consists of various phases that normally recur each year, such as posting transactions, closing the books, and preparing financial reports.

Each ASB organization will need a checking account at a local bank. Only the charter school's business office can open or close bank accounts. The business office maintains an up-to-date list of all charter school's bank accounts, including ASB accounts.

The bank account will be in the name of the ASB organization or in the name of the charter school supported by the ASB organization, not in the name of any individual and is for the exclusive use of the ASB organization.

Internal Controls

Internal controls are needed to safeguard assets, ensure the accuracy and reliability of accounting data, promote operational efficiency, ensure adherence to managerial policies and state and federal statues, and assign accountability.

Segregation of Duties - Different individuals should perform the different general duties of management, accounting, and maintaining custody of student body funds:

1. Student council – Develops ASB budget, including estimated revenues and expenditures
2. Club Advisor – Approves ASB budget and related requests
3. Principal or School Administrator – 2nd Approver of ASB budget and related requests, and authorizes purchase orders
4. Head of School, Academic Administrator, or Director – Approves expenditures (i.e. payments to vendors)
5. ASB Bookkeeper – Maintains a ledger for fundraising activities (i.e. revenues) and expenditures, submits to School Accounting and Business Office Support
6. School Accounting – Reconciles ASB Bank Account on a monthly basis and records ASB transactions in the School's financial ledger
7. Business Office Support – Maintains custody of assets involved in fundraising activities, and of ASB records

Maintaining ASB Records

The business office will have a complete list of which documents need to be maintained and for how long. If the business office does not have specific guidelines, they should maintain all ASB information for at least four years from the date of the audit, unless considered a permanent record (meaning those records should never be destroyed). The principal or other administrator at each charter school will ensure that there is a safe place to store permanent ASB records indefinitely and nonpermanent records for four years.

Retention guidelines for student body records are as follows:

Record	**Retention Period**
ASB Constitution & Bylaws	Permanent
Equipment Inventory	Permanent
Club and Council Minutes	4 Years
Budgets	4 Years
Invoices & Approval Documents	4 Years
Bank Statements, Deposit Slips, Cancelled Checks & other Banking Records	4 Years
Financial Statements & other Accounting Records	4 Years

E-mail messages that are usually public records and must meet retention requirements before being destroyed:

- Policy and procedure directives
- Correspondence or memoranda related to official public business
- Agendas and minutes of meetings
- Documents relating to legal or audit issues
- Messages which document agency actions, decisions, operations, and responsibilities
- Documents that initiate authorize or complete a business transaction
- Drafts of documents that are circulated for comment of approval
- Final reports or recommendations
- Appointment calendars
- E-mail distribution list
- Routine information requests
- Other messages sent or received that relate to the transaction of local government business

E-mail messages that are usually administrative materials with no retention value:

- Information-only copies, or extracts of documents distributed for reference of convenience, such as announcements or bulletins
- Phone messages slip that do not contain information that may constitute a public record
- Copies of published materials or informational copies
- Preliminary drafts
- Routing slips
- Transmittals (letters/memos)

BUDGET DEVELOPMENT

The budget provides the estimated annual expenses and income and allows the ASB to estimate as the beginning of the school year what its financial position will be at the end of the year. The budget should be monitored throughout the year and be revised periodically. The student council prepares the budget with assistance from the ASB advisor – it should not be prepared by the ASB bookkeeper.

Before a purchase is made, all club members, teachers, advisors, and other staff cannot obligate ASB funds until a purchase order is prepared and approved by the student club representative, a certified employee of the charter school (the advisor), and a school principal.

There are four parts when creating the budget: estimated revenues, estimated expenses, ending balance and carryover, and budget approval.

Estimated Revenues

- The advisor and students will create a Chart of Accounts that will include account number and description, revenues from previous year & estimated revenues for the new school year.
- The students will create estimated revenue for each fundraising event, it will also include fundraising approval form, & once approved, create a fundraising event profit form.
- The students should prepare a Fundraising Event Profit form for all approved fundraisers, even those added later and were not in the original budget.
- The students will add all the estimates of revenues for each fundraising event and other sources of revenue and calculate their estimated total for the year.

Estimated Expenses

- The students are to review the previous years' expenses to determine the expenses that will incur each year (i.e., supplies & postage).
- The students should include any items that the organization may have to pay for along with the cost of planned projects.
- The students should include the expenses estimated in the fundraising event profit form.
- Sum expenses to compute estimated total for the year.

(It is best to budget the maximum amount an item is likely to cost and adjust the budget once the actual cost is determined.)

Ending Balance & Carryover

- Differentiate between the estimated revenues & estimate expenses – desired result is when they are equal to or exceed estimated expenses.
- The advisor should ensure that the students prepare a balanced budget and include any balance from the previous year. Funds should be carried over only when there is a definite plan and purpose for the use of the funds.
- If the students find that the expenses exceed budgeted revenues and there is no carryover from the previous year, students must review and reduce expenditures to balance the budget or plan additional fundraisers to make up the difference.
- The difference between the estimated revenues and expenses and the carryover from the prior year are added together to determine the amount of the projected ending balance – it will be the estimated carryover for the next year school year.

Budget Approval

- Both the student representative and advisor approve the budget in writing after determining that the budget is realistic & reasonable – the student council should never approve a budget with a negative ending fund balance.
- Students will vote on the budget and include that vote in their meetings before submitting the budget to the student council.
- The student council will approve all submitted budgets for each club.
- After the students, advisor, and student council approve the budget, either the student representative or advisor send the budget to the charter school's business office support for approval by Head of School or Head of School delegate.

FUNDRAISING

Fundraising Approval Process

A revenue potential form and request for fundraising activity should be filled out at the beginning of the year by the club members that outlines the number and type of fundraising events that will be held that year. The student council approves the request for fundraising activity and submits the request to the student representative for signature. The student representative or ASB advisor then send the form(s) to the charter school's business office upon completion and they either prepare a resolution for the governing board to authorize the events or send the information to the governing board's designee for approval of all items. Once approved, the preparations for the fundraiser may begin – including ordering of any materials or supplies.

Parameters for Fundraising Events

- The raising of funds must have one specific purpose, which is to promote the general welfare and morale of the students as a whole.
- They should contribute to the educational experience and not conflict with the school's educational program.
- Participation and contributions to events are voluntary to students – they cannot be required to contribute, and they cannot be excluded from the events because they did not participate in raising funds.
- Funds are raised to benefit the entire club or student group, not to individual students.
- The student council, advisor and principal or designee should approve all fundraising activities before the event.
- Profits made by activities which are supported by the general student body should be considered general ASB revenues, and not directed to special interest groups.

Purchasing Procedure

ASB funds are used to produce goods and services that promote the students' general welfare, morale, and educational experiences, and for expenditures that will benefit a group of students rather than the individuals. Expenses that do not meet these criteria are not allowable. See examples of allowable and prohibited expenses in Appendix A. Under guidance of the advisor who assures the club operates within established regulations, the students are in the decision-making role and have the final authority as to how their funds are used.

The approval process is as follows:

1. ASB purchase order requisition – student discuss purchases at the club meeting and record decisions made in the club minutes
2. Quote and/or itemized descriptions – attach any quotes and/or at a minimum include quantities, item numbers, and item descriptions on the requisition
3. Submit all documents to the ASB student council for approval
4. Purchase requisitions, or purchase orders requests, must be completed by either Student Council designee or ASB Advisor for all ASB expenditures and submitted to Business Office Support, who submits to the Head of School of Head of School delegate for approval
5. Expense reimbursement requests, if the purchases are made by School employee(s), must be pre-approved by Head of School or Head of School delegate
6. Purchase requisitions or expense reimbursement requests must show the amount of the purchase, if known, or if not known, as estimate mut be made
7. Quotes and/or other backup documentation must be attached to the purchase requisition
8. Purchase requisitions must be approved by the Head of School or Head of School delegate
9. Prior to approving ASB purchase order requests, the Head of School must be certain the proposed expenditures are in accordance with the federal or state requirements
10. Once purchase order request is fully approved, Business Office Support returns a competed Purchase Order, with PO#, to requestor (Student Council designee or ASB Advisor). The purchase requestor sends the purchase order, or simply the PO#, to the vender
11. Business Office Support notifies ASB when items are received at the administrative office, and signs packaging slip noting items were received and submits to ASB bookkeeper. Instances in which goods or services are delivered to a fundraising site, ASB advisor must sign or accept goods or services rendered. Vendor invoices cannot be paid without either ASB Advisor or Business Office Support confirming goods were delivered or services were rendered.

Advisors are not authorized to place any orders with vendors without a Purchase Order. When items are received, or services have been fully rendered, the advisor must notify the ASB bookkeeper immediately. The best way to handle this is to sign and date the packing slip and/or purchase order showing that the goods ere received as ordered and forward the

information to the ASB bookkeeper. Payment on the invoice cannot be processed without this proof of receipt.

Payment Procedure

Unless otherwise specified below, all expenditures and accounts payable payments adhere to the School's board approved Fiscal Policies and Procedures.

- Compensation and any other payments for goods and services must not be paid in advance of receipt of goods and services
- Bill payment requests must be sent to: accountspayable@caliva.org
- For payments to be processed, vendor needs to provide:
  - Completed and signed W9 form
  - Fully itemized invoice with correct PO#
- For payments to be processed, ASB bookkeeper needs to provide:
  - Confirmation and/or written acknowledgement goods were delivered or services were rendered
- Invoice must be approved and coded properly by Accounts Payable and matched to a purchase requisition
- Once the vender bill is approved, it is reviewed and routed for payment processing by School Accounting
- Allow 2-3 weeks for payment processing via the following methods of payment:
  1. Check payment
  2. Credit card payment
  3. Wire payment – requires ACH bank information and should be utilized for payments in excess of $5,000
  4. PayPal – to be used exclusively for fundraising activities for which donations/payments submitted electronically via PayPal
- Two signatures are required for expenditures greater than $5,000
- Checks outstanding and unpaid for a period of one (1) year shall be declared void, included as receipts, and removed from the outstanding check listing unless state escheatment treatment is required

FINANCIAL MANAGEMENT

Payment Control

The School administrator must approve all activities where funds will be generated, including ticket sales for athletic and social events, ASB cards, yearbook sales, food sales, or other merchandise type of sales or donation. The school does not handle cash and does not accept cash for fundraising activities. In lieu of collecting cash from parents or students for fundraising activities, the school allows:

- Parents or students to send payments electronically to the appropriate ASB PayPal account. Contact the ASB Advisor for an updated list of active ASB PayPal accounts.
- Parents or students to send check payments, made out to the correct school, and mailed to the school administrative office, located at:
  50 Moreland Road, Simi Valley, CA 93065
- Check payments must be attached to a completed fundraising form which includes student name or ID, quantity purchased, or amount donated, receipt/purchase #, fundraising activity, and return address

The activity sponsor should prepare the proper forms in order to prove that the money is in balance with the receipts. A report of ticket sales documents the sales of tickets for activities such as athletic games, dances and drama activities. Business Office Support is responsible for depositing the checks collected after verifying with the ASB bookkeeper.

Receipt Procedures

1. Receipt Forms

Receipt forms must be standard throughout the charter school. **Generic receipts are not acceptable.** Since the schools are nonclassroom-based, electronic receipts are preferred, though handwritten receipts are acceptable as an alternative. Receipt books should be obtained from Business Office Support.

Items that must be included on receipt:

- Pre-numbered receipts
- Pre-printed with school name
- Date of transaction
- From whom money is received

- Signature of person receiving money
- Indication of check amounts
- Applicable revenue codes

2. Receipting

An authorized ASB representative shall receipt all money at the time of collection by either a charter school authorized receipt book or point of sale program.

- Receipts must be issued in numeric order.
- Checks may NOT be cashed from ASB funds.
- Checks may NOT be written for more than the amount of purchase.
- ASB money may NOT be used to make change.
- The "PayPal" or "Check" box on the receipt must be marked to indicate whether money received was in the form of check or PayPal deposit. If a mixture of both is received, note the amount of each on the receipt.
- Checks must be endorsed immediately upon receipt.

Note: Do NOT hold any person's check. Do NOT accept post-dated checks.

Hand-written charter school receipts are to be prepared in a minimum of two parts with copies as follows:

- Original to Customer
- Second copy is Numerical File (left in book or put in a file)
- Voided receipts are to be noted as such, i.e., write the word "VOID" across the face of all copies and **save.** Staple payee copy to all other copies of the receipt and leave in numerical file.

Financial Reporting

The principal/school administrator, advisors, and students must review their financial status periodically (preferably per month).

The ASB bookkeeper is responsible to produce financial reports and to many customers, all with a unique set of needs/responsibilities related to those reports:

- Principal/School Administrator – must review and approve all financial reports throughout the year and ensure that all required reports and submissions are made to the business office as requested.

- Student Council – must review, approve, and enter into their meeting minutes the monthly and annual financial reports for their own information and various clubs' information.
- Individual Clubs – must review, approve, and enter into their meeting minutes their monthly and annual financial reports.
- Business Office – must receive the approved financial statements at least quarterly

The ASB bookkeeper produces two main types of financial reports: the profit and loss statement which compares ASB revenue to expenses, and the balance sheet which summarizes the assets and liabilities of the ASB.

With the profit and lost statement reports, the principal/school administrator should do the following:

1. Review the year-end report to ensure it balances; the revenues less expenditures equals the net profit/loss and the beginning balances are reconciled with ending balances from the prior year

2. Review and investigate any excess of expenditures over revenues, both budget and actual, at both the individual club and ASB levels, to ensure data accuracy and understanding of the deficiency

3. Review any encumbered purchase orders that appear out of the ordinary, especially if unexpected

4. Initial and date the report as evidence of their review

With the balance sheet, the principal/school administrator or designee should:

1. Review the report to determine that assets less liabilities equals equity/fund balance

2. Review assets and liabilities for reasonableness and investigate any anomalies or anything that appears out of the ordinary

3. Initial and date the report as evidence of their review

Closing the Books

At the end of June, the ASB books must be closed for that school year, which means posting all financial transactions for that year done by the ASB bookkeeper.

The following must be completed by June 30:

- Collect all undeposited money from fundraising events and deposit the funds into the bank

- Pay all outstanding invoices for goods and services received
- Contact the vendor for any outstanding purchase orders and obtain an invoice for purchase orders that have been delivered by the vendor but not invoiced – pay these invoices
- Ensure that the ASB advisor and students take a final inventory of the student store and any other stock on hand
- Balance the inventory count with the book value of the inventory. Make adjusting entries as needed
- Verify and balance all trust and club accounts; coordinate this bank reconciliation with the ASB advisor and with individual club sponsors. Many any adjusting entries if needed and verify data
- Prepare the financial statements for the fiscal year
- Distribute the financial statements according to district guidelines

Bank Reconciliations

Best practices for bank account management and bank reconciliations are as follows:

- ASB bookkeeper should reconcile the total amount in the club accounts with the checkbooks or general ledger monthly
- ASB treasurer should provide monthly reports on bank account balances and all club and trust account balances, which gets entered in the student council minutes
- The principal/school administrator or ASB advisor should compare the bank statement and the checkbook/general ledger to ensure the totals match the numbers on the bank reconciliation
- Principal/school administrator or ASB advisor should verify that outstanding items are cleared in the following month
- Principal/school administrator or ASB advisor should ensure that any journal entries made were properly approved and authorized
- Principal/school administrator or ASB advisor should initial and date the bank reconciliation and bank statement as evidence they reviewed the totals as identical
- The business office should conduct a monthly review of ASB bank reconciliations prepared at the school sites, then sign and date the reconciliation once completed

The ASB bookkeeper finishes the bank reconciliation by balancing all the general ledger accounts and provides copies of the bank reconciliations to the principal/school administrator, ASB advisor and business office.

The bookkeeper should also prepare a report of bank account and club and trust account balances for the ASB treasurer to present at the student council's monthly meeting and provide each club advisor with a monthly report that shows year-to-date activity and summary balances.

FRAUD

The purpose of internal controls is to protect individuals from situations in which all elements of fraud – motive, opportunity, and access – are present. Strong payment controls are needed to limit the opportunity and access needed to commit fraud and help identify the suspect and help exclude from suspicion innocent individuals who may be wrongfully accused.

Fundraising and Deposits

Control points at which fraud may occur:

1. During a fundraising event
    - monitor how funds are collected, safeguarded, and accounted for
2. After the fundraising event but before the money is taken to the ASB bookkeeper
    - money should never be counted alone, always count in the presence of a witness
3. After the money is counted but before taken to the ASB bookkeeper
    - always use a cash count form and ensure it is signed by the individual responsible for the money and by a witness
    - Make multiple copies of the completed form, and always keep at least one copy in a safe place, separate from the copy sent with the deposit
4. After the deposit reaches the ASB bookkeeper
    - always keep a copy of the completed and signed cash count form
    - count money again in the presence of the ASB bookkeeper and document the second count
    - When the cash and checks are retrieved from the safe, the bookkeeper should issue a receipt for the cash and checks, but only after the two individuals (the advisor and the bookkeeper) have counted the dollar amount together and recorded that amount on the receipt. If the advisor is not able to count the funds with the bookkeeper, an alternate individual must do so; the bookkeeper should never count funds alone.

Checks, Reimbursements, and Advances

Having weak or nonexistent cash controls and authorization procedures can lead to an unauthorized vendor can being added to the payee lists or fictitious invoices for products or services can be created and money siphoned from clubs or the ASB general fund. The purchase order, authorization, and disbursement processes should properly document the cash disbursement process – it helps to prevent fraud and errors.

In other scenarios, someone will obtain the proper authorizations and purchase orders for a check, then the club advisor, ASB bookkeeper, or any other person in control of the check will remove the payee's name and insert their own. Extra care must be used to confirm that the payee on the check is the same as that listed on the check register – confirming who endorsed a check helps establish the chain of custody.

Any returned checks to the office should be examined thoroughly by the school administrator or ASB advisor to look for fading and other signs that the payee has been altered. The digital copies printed in the bank statements should be periodically compared to the clear check register and verify the endorsements on the reverse side of the checks.

With reimbursements, two different frauds can occur:

- The person receiving the reimbursement can falsify the reimbursement - add expenses that do have documentation and increase the total value
- The amount of reimbursement can be altered and money stolen – pocket the money and alter the accounting records to agree with the new larger money advance total

Confirm every receipt and every line item of the reimbursement; original receipts should be presented for reimbursement whenever possible.

Theft: To reduce theft and safeguard against money advance fraud, write the advance amount on at least two separate documents and have the recipient sign both documents and initial the advance amount.

Fictitious Advances: Usually occurs unsuspecting club advisor does not check their club's monthly financial report. A dishonest ASB bookkeeper could take money and record it as an advance for a certain club but if the financial reports are not checked monthly, the club advisor may be unlikely to remember or recognize that the funds were not used for club purposes.

ASB Financial Reports

Club advisors should receive a detailed monthly transaction report for the club showing at least the deposits, checks, journal entries, transfers, and memos/notes of the club's financial transactions. Club advisors should also hold onto duplicate cash count forms, club minutes, copies of purchase orders and other paperwork. Doing this will enable them to do the following:

- Compare the deposit amounts on the cash forms with the financial report for the club to verify that the club's deposits are accounted for correctly. Any discrepancies should be identified, if any, question them, and help with the solution.
  - Discrepancies do not always mean fraud; a deposit may have been miscoded to another club's account which can be corrected
  - Failure to review financial reports or keep copies of records and other paperwork makes it difficult to detect errors or fraud; also gives a dishonest ASB bookkeeper the opportunity to commit fraud
- Review the transfers and/or journal entries in the club's financial report, which all should have been approved before being entered into the club account.
  - It is important to question any discrepancies regarding forged or altered checks or shorted deposits to reduce any fraud
- Review and compare the checks, reimbursements, and advances in the financial report for the club with records of financial and other activity and note/question any disbursement transactions that are not readily recognizable.

Copies of Financial Documents

Club advisors should keep all copies of every club-related record in their possession including cash count forms, copies of receipts, revenue potentials, budgets, purchase orders, minutes, and any other related paperwork. Perpetrators of fraud will try to destroy any records they have access to so the records the club advisor retains may be the only source from which it is possible to reconstruct events and determine the amount and probable location of any missing funds.

Club advisors should retain records for as long as they serve in that capacity, then give records to the charter school for safekeeping.

For everyone's protection, do the following:

- Never leave money unattended.
- Always count all money with a witness.
- When possible, have two people transport deposits.

- Always sign and initial and have a witness sign and initial documentation in as many places as possible indicating the status and amount of money that the two signers counted.
- Always retain duplicate cash count forms for the club's records.
- Always protect the ASB bookkeeper by counting cash with them and obtaining signatures attesting that the cash counts agree.
- Safeguard user identities, passwords, combinations, and other access controls.
- Double-check bank reconciliations, cancelled/cleared checks, and check endorsements.
- Obtain proper authorizations for all transactions including journal entries, transfers, reimbursements, and advances.
- Always compare the advisor's copies of club transactions with the financial report for the club.
- Ensure that all club advisors retain club-related records for as long as they serve as club advisor.
- Ensure that the ASB bookkeeper is never afraid to say no. The ASB bookkeeper should never be afraid to refuse an incorrect deposit or improper authorization for disbursement.

Appendix A: Examples of Allowed and Prohibited Fundraising Activities

Typically Allowed Fundraising Events/Revenues

1. Athletic Events
   - income comes from various sources like ticket sales, program sales, and concessions
   - Governing board decides which club, parent organization, or charter school account will receive the different types of revenues
   - Funds are deposited into an ASB account, the coach might want full control over the funds – not allowed (funds are only handled the ASB students and co-approval of authorized adults)
2. Concession Sales
   - Food sales to adults, staff, & students – must be in compliance with any local wellness policy and nor in conflict with food services program
   - May be operated by the students themselves or enter an agreement with an outside agency, this will involve a contract to split the profits based on an agreed-upon formula
   - Tips and donations jars can be included
3. Advertising / Sponsorships
   - Sell space in a school newspaper, yearbook, athletic/entertainment programs, athletic billboards, or other school publications
   - Appropriate contracts and invoicing systems need to be developed so all applicable revenue is collected
4. Publications
   - Includes yearbooks, literary magazines, and school newspapers
   - Joint fundraisers between ASB and clubs and/or PTA/PTO/Booster/other school-connected organizations – including other activities with student participation when approved by principal/board designee

- Retailer participation drives, scrips, or other forms of merchant participation or loyalty payments

5. Student Stores
   - Sells items students need or promotional products with the school logo (hats, sweatshirts, etc.)
   - Any ASB product or inventory to students at an ASB sponsored and approved activity
   - Optional stoles to wear at graduation
6. Cultural Events/International Fairs
   - F/B sales must comply with various laws and local charter school policy
   - Fundraising for out-of-state fields trips / travel – should coincide with charter school existing travel policy
7. Scholarships and Trusts
   - Awards, prizes, or incentives to students for excellence
   - Student assembly costs (honor roll assembly, sports assembly, etc.)
   - Acceptance of any scholarships must be made in writing with all conditions clearly described
   - A separate account should be established within the ASB's accounting system
   - Requirements of the scholarship should be documented & retained at the school
8. Gifts and Grants
   - Money, material, or equipment may be accepted with approval of the governing board & must have a legitimate use in the school program
   - Any financial grant / fiscal assistance from the charter school to the ASB or clubs
   - Acceptance of credit cards by ASB – subject to approval by charter school business office equipment, service provider, contractual terms, etc.
9. Interest Earned
   - Interest may be earned on bank accounts and prorated to the various student activity accounts or credited as revenue to the general student body account
   - Events with variable pricing structures (advance price vs. at-the-door prices – must be described clearly on the request form & revenue potential form)
10. Sale of Surplus Items
    - Items that were purchased and are no longer needed or usual – only allowed if the item is no longer required for school purposes, or if it will be disposed of due to the purchase of a replacement, or unsatisfactory or no longer suitable for school use
    - Proceeds are appropriate ASB revenue – can proceed if the governing board is willing to approve the raising of funds by selling surplus property
    - Cannot succeed more than $2,500
    - Repurposing excess / leftover fundraiser proceeds to use for different activity or event originally planned is allowed

- Silent auctions are allowable

11. Loans / Donations
    - Lending or rental of ASB/club equipment between clubs
    - Lending or rental of ASB/club equipment between school site ASBs within the charter school
    - Lending or rental of ASB/club equipment to school charter school
    - Loans to clubs from ASB general / student council
    - Receipt by ASB of club of donated gift cards – retention of gift card inventory recommended
    - ASB general / student council providing start-up / seed money to new clubs
    - Petty cash (suggested limit is $50)

Revenue Sources other than Fundraisers – this includes vending machines, student stores, gifts, and donations; all must be included in the budget of the ASB council and must be allocated to a specific use.

Fundraisers/Revenues Not Allowed

1. Raffles or games of chance – they are not nonprofit organizations exempt from state tax
2. Activities that pose liability, safety, or risk concerns – eating contests, mechanical or animal rides, use of darts, arrows, or other weapons, objects thrown at people, water tanks where a person is dunked, destruction of cars or similar objects with hammers, trampolines, or mini trampolines
3. Rental of charter school-owned equipment or facilities to outside groups
4. Return/refund of a donation (unless otherwise specified when funds are collected or received)
5. Clubs established solely to fundraise for other charities – specific board approval recommended
6. Fundraisers for charities and other non-profit organizations – if allowed, governing board should establish annual limits on number of charitable fundraisers
7. Fundraising using crowdfunding websites such as GoFundMe – strong internal controls and oversight required if allowed
8. Repurposing all fundraiser proceeds to use for different activity / event other than originally planned – funds should typically be spent on the original purpose, or a similar purpose for which they were raised
9. Donation of funds from one club to another club
10. Lending of rental of ASB/club equipment to outside entities
11. Loans between clubs

12. Non-ASB funds held/deposited in ASB accounts(s) – AP testing fees, library fines, testing fees, staff coffee funds, etc.
13. Salaries/ benefits and equipment/supplies/clothing for ASB support staff – includes ASB bookkeepers, coaches, custodians, ASB Advisors, etc.
14. ASB accounting software and support costs
15. ASB staff training (Activities Director, ASB Advisor, ASB Bookkeeper, business office staff, etc.) – includes training for CADA or other membership organizations, coach clinics, ASB accounting software workshops, etc.
16. Purchase of gift cards for any reason, including awards

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 7, 2023

SUBJECT: 2023-2024 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at San Diego ratify the following 2023-2024 Employment Agreements and Terminations.

BACKGROUND:
California Virtual Academy at San Diego offered contracts to teachers to meet the enrollment demands of the 2023-2024 school year.

New Hires:

Last Name	First Name	Title	FTE
Moreno	Stephanie	Education Specialist, K5	1.0
Gunderson	Simone	School Psychologist	1.0
Orr	Marissa	Speech and Language Pathologist	1.0
Orozco	Joseph	Teacher, High School	1.0
Smith	Wendi	Teacher, High School	1.0
Martin	Karen	Teacher, High School Career Technical Education	1.0
Duffy	Joi	Teacher, High School, Substitute	0.0
Robles-Whitehead	Lindsey	Teacher, High School, Substitute	0.0
Campbell	Jeannie	Teacher, Middle School	1.0
Darmanin	Brian	Teacher, Middle School	1.0
Gillette	Jill	Teacher, Middle School	1.0
Hall	Mikaela	Teacher, Middle School	1.0
Vicario	Meghan	Teacher, Middle School	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
1) Gimenez	Josiah	Program Specialist	0.0
2) Somoza	Scarlett	Program Specialist	0.0
3) Darmanin	Brian	Teacher, Middle School	1.0
4) Gillette	Jill	Teacher, Middle School	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 2023-2024 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2023-2024 Employment Agreements on behalf of California Virtual Academy at San Diego.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X				X	
Ruben Garcia				X		
Shelly Hess	X					X
Lori Enroth	X					
Stephanie Green				X		

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT # 07

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: Comprehensive School Safety Plan Updates

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Diego approve the Comprehensive School Safety Plan Updates.

BACKGROUND: Schools must annually issue a Comprehensive School Safety Plan (The Plan) in accordance with Senate Bill 187 and California Education Code 32280–32289.5. The Plan was reviewed with educational partners and updates were made.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the Comprehensive School Safety Plan.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X					X
Ruben Garcia				X		
Shelly Hess	X					
Lori Enroth	X				X	
Stephanie Green				X		

Updates Mades to the Comprehensive School Safety Plan

The updates were made to align with our school setting and provide more clarification. Everything in red was changed, underlined were added, and strikethroughs were deleted.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
Disaster Plan (See Appendix C-F)
Since our school is a non-classroom based independent study program with no school buildings, the procedures for different emergency types apply to school events held in buildings not owned by the school. For example, for in-person state testing the school will rent or borrow space from school districts, county offices of education, churches, libraries, and clubs. The emergency response procedures can apply to any of these settings.

Our school is unique because we are virtual most of the time but do meet in person occasionally. An in-person event may be a time when staff, students, and parents/guardians come together at a public location for an "Outing". An in-person event may be for testing, where CAVA has secured (rented or borrowed) a space or building (library room, classrooms at a church, rooms at a district office). For testing, students usually attend without a parent. In order to cover these situations, parents/guardians sign a Parent's Approval, Student Waiver and Photo Release form (attached) at the beginning of each year.

Below are examples of outings that are approved for our schools:

- Park days
- Sporting events (i.e. minor league baseball games, bowling, etc.)
- Factory tours
- Museums
- Historical sites (i.e. historical home tours, missions, etc.)
- Government agencies (i.e. fire station, police department, library, post office, etc.)
- Local education opportunities (i.e. art schools, community organizations that offer classes for school-aged children, etc.)

(E) Sexual Harassment Policies (EC 212.6 [b])
Prevention of Sexual Misconduct and Abuse
Electronic Communication

If an adult does not have access to a Board-approved communication account, system, or platform and there is a time-sensitive or emergency School-related matter that must be communicated to students, the adult may use a personal communication account, system, or personal social media to communicate this information. The adult must note the date, time, and nature of the contact and email this information to your supervisor ~~make this information available to the School upon request~~ as communications with the student on behalf of the School are the property of the School.

(J) Procedures to Prepare for Active
(What was previous in this section was what to do if there was an active shooter. There is a section below that includes all that information. The following replaced what was there.)

Active shooter incidents are often unpredictable and evolve quickly. During chaos, anyone can play an integral role in mitigating the impacts of an active shooter incident. The first step in preparing for a possible active shooter is prevention.

Prevention

Before the start of each school year, staff will complete the following training. Bully, Harassment, and Hate Motivated Behavior Prevention
Mandated Reporter Suicide Prevention Welfare Check
Safety Risk Process (Threat Assessment)

The school established a multidisciplinary team and safety risk process used to assess each report and respond to threats of violence and other concerning behavior. Reporting on a variety of concerning student behaviors and other suspicious activities provides authorities and school personnel with the information they need to stop violence before it occurs. A 2008 study showed that, prior to an act of violence, most attackers behaved in a way that made others concerned, and other people knew about the attacker's plan. Having a threat assessment program, or a multidisciplinary group process, to evaluate these reports can significantly reduce violence, including mass casualty attacks.

The second step to preparing for an active shooter is to provide training to staff on what to do if they are in the situation. This is done through this Comprehensive School Safety Plan as well as providing additional information to teachers before each in-person outing. Prior to each outing/event, please review the Being Prepared for an Active Shooter document (attached), which outlines recommendations from the Department of Homeland Security for active shooter incidents. The universal recommendation is Run, Hide, Fight. It is important, prior to leading an activity, to familiarize yourself with the physical layout and exit routes as well as check for any safety concerns, and by calling 9-1-1 if needed.

Types of Emergencies & Specific Procedures

Bomb Threat/ Threat of Violence

SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of building, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms. If it is necessary to evacuate the entire building, use the fire alarm.
- DO NOT APPROACH SUSPICIOUS ITEMS
- ~~Direct a search team to look for suspicious packages, boxes or foreign objects.~~ Wait for the police to search the buildings.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Notify the Director of the situation.
- Avoid publicizing the threat any more than necessary.

Disorderly Conduct

SITE ADMINISTRATOR ACTIONS:

Keep the individual under continuous adult supervision.
Keep the individual on campus until parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professionals (psychologist, counselor, social worker, nurse) should recommend next steps to the principal.
The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources.
Recommend that the parents make immediate contact with a therapist.
~~Request that~~ Ask the parents/guardian if they would like to sign release forms to allow two-way communication between the school and the treating agency. Inform the parent/guardian that they have the right to not sign the form.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated)
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

Fire on School Grounds

Since the school is virtual, this section applies to buildings where in-person school events are held. If it's an outing at a public venue, you should follow employees' directions on how to respond to the situation.

Motor Vehicle Crash

This section applies to a motor vehicle crashing into a building that the school has secured for an event.

Pandemic

COVID-19 Prevention Program document is attached at the end of this plan.

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

It is a rare global outbreak that can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity.
Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain the spread of the virus.

Suspend all in-person events. The following pertains to our virtual school.

SITE ADMINISTRATOR ACTIONS:

Activate heightened surveillance of illness. ~~within the site~~. If requested by a state agency, g~~G~~ather data on symptoms of students and staff who are sick at home.
~~Ensure that students and staff members who are ill stay home.~~

~~Send sick students and staff home from the site immediately.~~
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services.
Keep staff informed of developing issues.
If requested, a~~A~~ssist the Department of Health and Human Services in monitoring outbreaks.
Respond to media inquiries regarding attendance status.
~~Implement online education, if necessary, so that students can stay home.~~
Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

~~STAFF and STUDENT ACTIONS:~~
~~Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).~~
~~Practice "respiratory hygiene etiquette".~~
~~Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).~~
~~Implement online homework assignments so that students can stay home.~~
In-person Events During a Pandemic
All CAVA teachers/staff leading or participating in any in-person activity should review and follow the Staying Healthy Guidelines. As mandates and guidelines change, often county-specific, please be aware of current policies and follow as outlined. The Healthy Guidelines will be updated to reflect the current guidelines.

Psychological Trauma
SAFETY RISK PROCESS

A safety risk referral is to be completed if any teacher or staff member is concerned a student is in immediate risk of harming themselves or someone else. All concerns must be taken extremely seriously. If there is a concern, do NOT assume that the student's comment (either verbally, in an email and/or in a writing assignment) is only an attention getter or over dramatization. ~~If you see any indication of inappropriate comments, you must follow proper procedure.~~

As a virtual school, we work in partnership with families.
- The parent/guardian should always be notified first unless specific evidence or another compelling reason indicates a risk to the student if the parent is called.
- If possible, ask the student if there is an adult with them, and have the adult come to the phone or screen and share your concerns to ensure the student is supervised.
- Please attempt to reach ALL adult contacts listed (including siblings over the age of 18 and emergency contacts).

Reasonable suspicion of a student's intent to harm him or herself or someone else, includes the following.
· Staff eye witness of person or behavior
· Student's verbal statements
· Student's written statements to include things written in/on their assignments.

Process
Staff/teacher is concerned about immediate risk of harm to a student or someone else, take the following steps now.

· Confirm the geographical location of the student.
· Ask the adult to remain with the student.
· Immediately call the local authorities or 911. ~~Make sure you know the physical location of the student.~~
· Complete the Safety Risk Referral ~~form (See Attachments)~~ Survey
~~· Contact your student's assigned Regional School Psychologist~~
~~· Include your Principal in the referral email as well as all follow-up and outcome information.~~
~~· Keep documentation of any conversations that you have with the student.~~
~~· Also, keep any emails or writing assignments that are cause for concern.~~

~~After the necessary steps have been followed, contact regional school psychologist with the pertinent information below:~~
~~· Student ID~~
~~· Reporting party name (whomever made the call)~~
~~· Numbers of any agencies and persons called to include the phone number~~
~~· Action taken (welfare check, etc.)~~
~~· Report # if welfare check was done~~
~~· Include your Principal in the referral email as well as all follow-up and outcome information.~~
· After talking with the local authorities, take the following steps to notify the assigned School Psychologist and document the event:
1. Document all details of the incident using the Confidential Student Note survey. These may include student writing samples, chat comments, text messages, or details shared via email or conversation. Please do not send any personal student information or details about the situation through email.
2. After submitting the Confidential Student Note, also save a note in TVS that includes the following information, only:
· Select the Safety Risk Referral note template
· Body of Note: Include the date that Safety Risk Referral is being completed and the date the confidential student note was completed.
3. Reach out to your supervisor for additional guidance if you need help.

The assigned ~~Regional~~ School Psychologist will review the ~~then complete a Safety Risk Report~~ information submitted, follow up with authorities and the family as appropriate, and compile a Safety Rish Report. The Report will be shared with the involved ~~. They will update any~~ staff members and will include recommendations on the next on the next steps, as needed. The report will be filed with ~~any necessary information with~~ the school office.

Comprehensive School Safety Plan

2024

School:	California Virtual Academy at San Diego
CDS Code:	37684036120893
District:	California Virtual Academy at San Diego
Address:	50 Moreland Road Simi Valley, CA 93065
Date of Adoption:	December 7, 2023

Approved by:

Name	Title	Signature	Date
April Warren	Head of School		

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

the school office. https://cava.k12.com/
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Our school will support students with a culture that provides a positive and encouraging environment allowing each individual student to thrive and achieve their maximum academic success.

Components of the Comprehensive School Safety Plan (EC 32281)

California Virtual Academy at San Diego Safety Committee

Assessment of School Safety

- Site based surveys: parents, students, and staff
- Annual school safety protocols and procedures review

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

In accordance with Ed Code 32281 (Comprehensive School Safety Plan), section (f)
(1) A school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting
Approved by Boards: March 2021

Information

The California Virtual Academies are committed to supporting the safety and well-being of our students and desires to facilitate the prevention of and response to child abuse and neglect. The policy was created to ensure that all employees are provided training and support for preventing, recognizing, and promptly reporting known or suspected child abuse or neglect.

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; classified employees; certificated pupil personnel employees; administrative officers; athletic coaches, administrators, and directors; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
- A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child or dependent adult whom the mandated reporter knows or reasonably suspects has been the victim of abuse or neglect. (Penal Code 11166 and Welfare and Institutions Code 15630)
- Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)
- Any person shall notify a law enforcement agency if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting
- The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

• When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166 and Welfare and Institutions Code 15630)
• No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166 and Welfare and Institutions Code 15630)

Reporting Procedures

Initial Telephone Report
• Mandated reporters shall call 9-1-1 for immediate emergencies.
• Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter as defined by law shall make an initial report by telephone. When the initial telephone report is made, the mandated reporter shall note the name, address, and age of child involved, provide a clear description of suspected child abuse or neglect, and note the name of the screening social worker who took the call and any instructions given. (Penal Code 11165.9, 11166)
• Where the situation is not an emergency needing the police, reports should be made to the Child Protective Services (CPS) in the county that the student lives.
o County Emergency Response Child Abuse Reporting Telephone Numbers https://www.cdss.ca.gov/reporting/report-abuse/child-protective-services/report-child-abuse

Written Report
• After making the initial phone call and within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form, Suspected Child Abuse Report (SS 8572). (Penal Code 11166, 11168)
o The Department of Justice forms are available: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?
• The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
• Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)
• The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
• Employees shall keep a copy of the complete written report that is filed.

Internal Reporting
• The mandated reporter shall not be required to disclose his/her identity to the employer, supervisor, school principal, school counselor, co-worker, or other person. (Penal Code 11166)
• Employees reporting abuse or neglect to an appropriate agency are encouraged, but not required, to notify their supervisor, principal, school counselor, co-worker, or other person as soon as possible after the initial telephone report to the appropriate agency. When so notified, they shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, and Board policy.
• Reporting the information to a supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Internal Action for Incidents Involving School Employees
• If an employee has knowledge of or reasonably suspects that another school employee, or contractor is engaged in conduct that may be an indication of suspected abuse or neglect, they must take the following actions:
o Call 9-1-1- for immediate emergencies
o File a Suspected Child Abuse Report by telephone to the police
o Submit a Suspected Child Abuse Report form
o Immediately notify their supervisor of the alleged inappropriate conduct and complete a confidential student/staff incident report
• The director or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, and Board policy.
• After completion of the appropriate written follow-up report, and after providing the form to the appropriate agency, the mandated reporter shall provide that form to the director or designee. The mandated reporter shall not be required to disclose

his/her identity and may remove his/her name from the form. (Penal Code 11166)
• The director or designee shall maintain a record of all reported cases of suspected student abuse regarding employees or others. All complaints and allegations of student abuse shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.
• No student shall be required or asked to meet with the employee, or contractor who has allegedly abused that student. If the employee, or contractor suspected of sexual misconduct is a school employee, or contractor, then during the investigation, he/she shall discontinue contact with students.

Discipline
• Any school employee, or contractor who is determined, after an investigation, to have engaged in any activity in violation of this policy/administrative regulation, including, but not limited to failure to report known or reasonably suspected child abuse and neglect, will be subject to disciplinary action up to and including discharge.
• The school will discipline any individual who retaliates against any person who reports suspected child abuse and/or neglect or who retaliates against any person who testifies, assists, or participates in an investigation, a proceeding, or a hearing relating to a child abuse and/or neglect complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Failure to Report
• Any person mandated by Penal Code who fails to report any instance of child abuse or neglect that he/she know or reasonably suspects to exist may incur criminal, civil, and/or professional liability. Failure to report is a misdemeanor and punishable by confinement in county jail for a term not to exceed six months or by a fine of not more than one thousand dollars ($1,000) or by both. However, if "death or great bodily injury" happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine of not to exceed five thousand dollars ($5,000) or by both. (Penal Code 11166)

Training
• Within the first six weeks of each school year, the school shall provide training on mandated reporting requirements to employees and persons working on their behalf who are mandated reporters as defined by law. Any school personnel hired during the school year shall receive training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)
• Training of mandated reporters shall include, but not necessarily be limited to, training in identification and mandated reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)
• The school shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)
• Unless otherwise specifically provided, the absence of training shall not excuse a mandated reporter from the duties imposed under the Penal Code.

Parent/Guardian Complaints
• Upon request, the school shall provide parents/guardians with a copy of this board policy which contain procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.
• To file a complaint against a school employee, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.
• In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications
• The school shall provide to all new employees who are mandated reporters as defined by Penal Code, Welfare and Institutions Code, and this policy a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167.
• Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the school. (Penal Code 11166.5)

• The school also shall notify all employees that:
1. A mandated reporter as defined by the Penal Code who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter as defined by the Penal Code fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Confidentiality
• Reports of suspected child abuse or neglect and information contained therein are confidential and may be disclosed only as follows:
o The identity of the reporting person(s) shall be disclosed only between child protective agencies; to counsel representing a child protective agency; to the district attorney in a criminal prosecution or in an action initiated under the Welfare and Institutions Code section 602 arising from alleged child abuse or neglect; to counsel appointed pursuant to subdivision (c) of the Welfare and Institutions Code section 317; to the county counsel or district attorney in an action initiated under Welfare and Institutions Code section 300 (dependent children); to a licensing agency when abuse or neglect in out-of-home care is suspected; by court order; in a criminal or civil proceeding; or when the person who reports waives confidentiality.
o The contents of the report shall only be disclosed to persons or agencies permitted under Section D.5.a. and Penal Code 11167(d) and 11675.5 which require that the identity of all person who report child abuse or neglect remain confidential.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Since our school is a non-classroom based independent study program with no school buildings, the procedures for different emergency types apply to school events held in buildings not owned by the school. For example, for in-person state testing the school will rent or borrow space from school districts, county office of education, churches, libraries, and clubs. The emergency response procedures can apply to any of these settings.

Our school is unique because we are virtual the majority of the time but do meet in person occasionally. An in-person event may be a time when staff, students, and parents/guardians come together at a public location for an "Outing". An in-person event may be for testing, where CAVA has secured (rented or borrowed) a space or building (library room, classrooms at a church, rooms at a district office). For testing, students usually attend without a parent. In order to cover these situations, parents/guardians sign a Parent's Approval, Student Waiver and Photo Release form (attached) at the beginning of each year.

Below are examples of outings that are approved for our schools:

- Park days
- Sporting events (i.e. minor league baseball games, bowling, etc.)
- Factory tours
- Museums
- Historical sites (i.e. historical home tours, missions, etc.)
- Government agencies (i.e. fire station, police department, library, post office, etc.)
- Local education opportunities (i.e. art schools, community organizations that offer classes for school-aged children, etc.)

Public Agency Use of School Buildings for Emergency Shelters
Non-classroom based charter school with no school buildings.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
This Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension, and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Procedures to Notify Teachers of Dangerous Pupils

The school is committed to supporting the safety and well-being of our students and employees. The school has an affirmative duty to take reasonable steps to protect all students and provide employees with a safe work environment.

This Board Policy is adopted pursuant to Education Code section 49079.

A school must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the school or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a. Causing, attempting, or threatening physical injury to another;
b. Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c. Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d. Committing or attempting to commit robbery or extortion;
e. Committing an obscene act or engaging in habitual profanity or vulgarity;
f. Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
g. Pupils in grades 9-12, who were suspended from school due to disrupting school activities or otherwise willfully defying the valid authority or supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Any information received by a teacher pursuant to this Board Policy shall be received in confidence for the limited purpose for which it was provide and shall not be further disseminated by the teacher.

The information provided shall be from the previous three school years.

Education Code section 49079 provides that no school administrator or employee shall be civilly or criminally liable for providing information under this statute unless it is proven that the information was false and that the officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

An employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

(E) Sexual Harassment Policies (EC 212.6 [b])
Prevention of Sexual Misconduct and Abuse
Board Policy June 2020

Information

Education code requires that schools post their staff/student interaction and professional boundaries policies on the school's website as well as distribute the policy to students and staff each year.

Policy Statement

California Virtual Academy is committed to providing students with a safe and supportive learning environment and to protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement.

Sexual misconduct or abuse in any form and as defined in this policy is expressly prohibited by California Virtual Academy. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any stakeholders, including employees.

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy must be reviewed and applied in conjunction with the School's mandating reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes unnecessary or intimate physical touching; dating; making sexual advances; seeking romantic or sexual relationships; seeking an emotional bond for the benefit of the adult; giving personal gifts that are intimate in nature; intentionally being alone with a student away from school; telling/allowing inappropriate sexual jokes or stories; becoming overly interested or attached, or showing undue attention toward, a specific student or students; any behavior that could be described as "grooming" behavior; having conversations of an intimate or sexual nature not related to the adult's professional responsibilities; and sexual contact.

This is a non-exhaustive list. Adults must also generally avoid any other conduct toward a student that would cause a reasonable person to suspect inappropriate behavior. Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

In-Person Communication and Interaction

Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities, or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students for any reason other than professional duties;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the parents or supervisors.

Adults, including employees and volunteers of the School, should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonable interpreted as constituting sexual harassment;

- Exposing students to sexualized content via pictures, videos, internet, or social media;
- Unnecessarily invading a student's personal privacy or physical space;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate adult/student relationship;
- Conversation of a sexual nature with students not related to the adult's professional responsibilities or role; and
- A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication

Digital technology and social networking provide multiple means for adults, educators and other employees to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents/guardians, nonsexual, appropriate to the circumstances, unambiguous in meaning, and professional in content and tone.

As with in-person communications, adults should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors to consider in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing, and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents/guardians;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Adults must restrict one-on-one, electronic communications with individual students to accounts, systems, and platforms that are provided by and accessible to the School.

If an adult does not have access to a Board-approved communication account, system, or platform and there is a time-sensitive or emergency School-related matter that must be communicated to students, the adult may use a personal communication account, system, or personal social media to communicate this information. The adult must note the date, time, and nature of the contact and email this information to their supervisor as communications with the student on behalf of the School is the property of the School.

Parents/guardians are encouraged to have access to their student's social networking and digital communications and to supervise their student's use of these methods of communication.

Reporting of Violations

Adults are required to report any case of suspected sexual misconduct or abuse to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School. This requirement is in addition to the requirements for reporting cases of suspected child abuse or neglect under any mandatory reporting laws.
In addition, adults are required to report suspected violations of this policy regarding in-person and electronic communications with students to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School.

Adults should not attempt to confront the perpetrator or conduct their own investigation. Instead, the matter must be referred to the School and a child protective agency as stated herein. For the privacy of the student and to avoid circulating harmful or incorrect information, adults must not unnecessarily disseminate information about a pending incident.

Training

The Board will provide training for employees and volunteers on the prevention of misconduct and abuse, in addition to any required training under mandated reporting laws. Information about this policy will also be disseminated to employees, volunteers, students and parents and posted on the School's website.

Investigation and Consequences for Violations

All complaints of sexual abuse or misconduct shall be investigated by the School. Such investigations shall occur within 30 days of a report.

Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Clothing worn to CAVA class sessions and events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
We are a nonclassroom-based charter schools with no school facilities.
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

California Virtual Academy at San Diego Student Conduct Code
Code of Classroom Etiquette
Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.
In CA Virtual Academy, a classroom is defined as many different locations. These may include but are not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- Outings or other in-person events
- Any school community areas

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.
1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your username and password, and do not share these with anyone.
7. Do not post personal information (Instagram, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access the online school or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-school commercial activities, non-school product advertising or political lobbying on a school owned instructional computing resource.
10. Do not use school instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on school instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any school server.
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Conduct Code Procedures
Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.
Consequences

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, school reserves the right to withdraw student upon each action

This document describes the policies and guidelines and exists to ensure that all students are aware of and understand their responsibilities when accessing and using school resources.
As a student enrolled in CA Virtual Academy, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.
Failure to follow these guidelines will result in the:

- Removal of your access to school instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

(K) Hate Crime Reporting Procedures and Policies
Hate-Motivated Behaviors and Hate Crime Reporting Procedure
Approved by Boards: March 2021

Information

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes which are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

School Climate

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff are encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in person and online), whether they are in or out of earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

Reporting

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

Grievance Procedures & Investigation

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior, and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first,

Denounce the act,
Investigate,
Involve others where necessary,
Provide accurate information and dispel misinformation, Support targeted students,

- Seek justice, avoid blame, and Promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:

o Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
o Expand the discussion to include relevant students, parents and guardians and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,
o Take notes about all suggestions and comments and include those with the Investigation Form, and Discuss all follow-up steps and use them to create a road map for change (if needed).

Training

As necessary, the school shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting "hate-motivated" behavior. The school shall also provide counseling, guidance and support, as necessary, to those students who are the victims of "hate-motivated" behavior.

The Head of School or designee shall ensure that staff receive training on recognizing "hate-motivated" behavior and on strategies to help respond appropriately to such behavior.

At the beginning of each school year, students and staff shall receive a copy of the school's board policy on "hate-motivated" behavior. The school shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(J) Procedures to Prepare for Active Shooters

Active shooter incidents are often unpredictable and evolve quickly. In the midst of chaos, anyone can play an integral role in mitigating the impacts of an active shooter incident. The first step in preparing for a possible active shooter is prevention.

Prevention

Before the start of each school year, staff will complete the following training.
Bully, Harassment, and Hate Motivated Behavior Prevention
Mandated Reporter
Suicide Prevention
Welfare Check
Safety Risk Process (Threat Assessment)

The school established a multidisciplinary team and safety risk process used to assess each report and respond to threats of violence and other concerning behavior. Reporting on a variety of concerning student behaviors and other suspicious activities provides authorities and school personnel with the information they need to stop violence before it occurs. A 2008 study showed that, prior to an act of violence, most attackers behaved in a way that made others concerned, and other people knew about the attacker's plan. Having a threat assessment program, or a multidisciplinary group process, to evaluate these reports can significantly reduce violence, including mass casualty attacks.

The second step to preparing for an active shooter is to provide training to staff on what to do if they are in the situation. This is done through this Comprehensive School Safety Plan as well as providing additional information to teachers before each in-person outing. Prior to each outing/event, please review the Being Prepared for an Active Shooter document (attached), which outlines recommendations from the Department of Homeland Security for active shooter incidents. The universal recommendation is Run, Hide, Fight. It is important, prior to leading an activity to familiarize yourself with the physical layout and exit routes as well as check for any safety concerns, and by calling 9-1-1 if needed.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Prohibiting Harassment and Bullying
Board Policy June 2019 (reviewed annually in the Parent/Student Handbook and Employee Handbook as needed)

Information

The California Virtual Academies strive to provide a safe and welcoming environment for all students to learn. Harassment and bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non- verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Principal. If the alleged harasser is the Principal, the person may report the incident to the Director and/or Head of Schools. A written report of the alleged incident will be developed by the Director or Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation Is Prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Director will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Prevention Strategies

CAVA shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other

appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Training and Professional Development
As part of the school's commitment to bullying prevention, the Head of School or designee will develop training for teachers and other school staff to raise their awareness about the legal obligation of the school and its employees to prevent discrimination, harassment, intimidation, and bullying.

Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is monitored by the administration with discussions at staff meetings and meetings with educational partners.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Engagement meetings with educational partners.	November 2021	Dress Code section was added.
Discussed with educational partners during fall meetings.	October/November 2022	Added Authorization for Medication at in-person events.
Discussed with educational partners during fall meetings.	October/November 2023	Rewrote the Disaster Plan section so it is more specific to our virtual setting and added the "Parent's Approval, Student Waiver, and Photo Release" form to the appendix. Rewrote the Procedures to Prepare for Active Shooters section. Revised the Bomb Threat section and added "Be Prepared for an Active Shooter" brochure to the appendix. Made clarifications to the following sections, Prevention of Sexual Misconduct and Abuse, Disorderly Conduct, Fire on School Grounds, and Motor Vehicle Crash. Updated the Pandemic section so it is more relevant to 2024. Updated Psychological Trauma: Safety Risk Process section because the referral has moved from a form to an online survey.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Principal/Site Admin will decide which Emergency Actions to implement, based on the situation. The first response to an emergency is to determine the type of emergency that has occurred. Procedures for different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:
Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a minor earthquake, or a minor injury.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake.
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action
Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during emergencies are: Lockdown, Shelter in Place, Duck, Cover and Hold, and Evacuation.

LOCKDOWN is initiated to isolate students and staff from danger on or near the building when movement within the building and within rooms might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of the building, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside the building to a designated outside area of safety.

ALL CLEAR: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action
Principal/Site Admin should use any means available to them to communicate with staff and inform them which response action to take.

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the building. If it is safe to remain inside the building, all students should be kept inside under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

STAFF ACTIONS:
Move students away from immediate vicinity of the crash.
Call 911
EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
Take class roster.
Check site to ensure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the Principal /Site Admin and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the site when emergency response officials have determined it is safe to return to the building.

SITE ADMINISTRATOR ACTIONS:
Call 911, if someone else hasn't already done so.
Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Do not re-enter building until the authorities provide clearance to do so.
Notify the Director

Animal Disturbance

If there is a rabid or uncontrollable animal at the location, implement this procedure when any wild animal threatens the safety of the students and staff

SITE ADMINISTRATOR ACTIONS:
Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
If the animal is outside, keep students inside and institute Lockdown.
If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
Call 9-1-1
If the animal injures anyone, seek medical assistance.
Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
If the animal is inside, EVACUATE students to a sheltered area away from the animal.
Notify the site admin if there are any injuries.

Armed Assault on Campus
Active Shooter / Armed Assailant Situations

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area."

Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

All employees are authorized to take immediate action to protect themselves and their students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

- Act immediately if you or your students:

o hear a sound that might be gunfire.
o see something that looks like a weapon being carried or used on or near the campus.
o sense any other indication of an active shooter / armed assailant threat.

- Quickly evaluate which option (Run, Hide, or Fight) will best protect you and your students.
- Be decisive. Communicate your plan to your students and act quickly.
- CALL 911 as soon as it is safe to do so.

Options: Run, Hide, or Fight

RUN: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

o know with certainty, the exact location of the assailant (do not trust unofficial, second-hand accounts), and
o can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

o Police may mistake an item in your hands as a weapon.
o Leave everything behind.

- If you encounter people along the way...

o Adults: Warn them and take them with you if you can but don't stop if they refuse to come.
o Students: Warn any students you encounter and take them with you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you.

HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of sight from the room entrance;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded, and the extent of the injuries;
- Call 911 as soon as it is safe to do so;

- Remain in place until evacuated by identifiable law enforcement officers.

FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

o Construct a strong barricade.
o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
o Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

Provide as much information as possible (slow down – be calm):

- State the emergency: "I hear gunfire." "I saw..."
- Give information on people who are wounded.
- Location of the assailant (if known).
- Description of the assailant (if known).
- Your precise location: "room __"
- The number of children with you.
- Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide, or Fight) you are engaged in.

Run – If you encounter injured persons while you are trying to get out of danger and you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Hide – If someone is injured where you are hiding, secure the room before tending to the wounded. As soon as it is safe to do so, apply first aid using any available supplies. If necessary, use articles of clothing as an improvised dressing for wounds and apply direct pressure to control bleeding.

Fight – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

- If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
- If you plan to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

"Be Prepared for an Active Shooter" brochure is attached at the end of the plan.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:
Notify site admin
Move students away from immediate vicinity of danger (if outside, implement Take Cover).
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:
Initiate SHELTER IN PLACE.
Shut off HVAC units.
Move to central location where windows and doors can be sealed with duct tape.
Call 911. Provide location and nature of the emergency and school actions taken.
Notify Director of the situation.
Turn on a battery-powered commercial radio and listen for instructions.
Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:
Notify the site administrator.
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
Implement EVACUATION as appropriate. Send affected individuals to a designated area for medical attention.
Follow standard student assembly, accounting and reporting procedures.
Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:
Initiate EVACUATION to move students away from immediate vicinity of danger.
Move up-wind from the potential danger.
Call 911. Provide exact location and nature of emergency.
Designate security team to isolate and restrict access to potentially contaminated areas.
Wait for instructions from emergency responders-- Health or Fire Department.
Notify Director of the situation.
Arrange for immediate psychological counseling for students and staff.
Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:
Wash affected areas with soap and water.
Immediately remove and contain contaminated clothing
Do not use bleach on potentially exposed skins.
Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

In the event that the site receives a bomb threat by telephone, follow the Bomb Threat Checklist (attachment) to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides.

PERSON RECEIVING THREAT BY TELEPHONE:
Listen. Do not interrupt caller.
Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
Notify site administrator immediately after completing the call.
Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:
Note the manner in which the threat was delivered, where it was found and who found it.
Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
Caution students against picking up or touching any strange objects or packages.
Notify site administrator.

SITE ADMINISTRATOR ACTIONS:
Call 911.
If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of building, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
If it is necessary to evacuate the entire building, use the fire alarm.
Notify the Director of the situation.
Direct a search team to look for suspicious packages, boxes or foreign objects.
Do not return to the building until it has been inspected and determined safe by proper authorities.
Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:
Use a systematic, rapid and thorough approach to search the building and surrounding areas.
Check rooms, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:
Evacuate students as quickly as possible, using primary or alternate routes.
Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.
Do not return to the building until emergency response officials determine it is safe.

Bus Disaster
Non-504 Health Tracking Process

Overview: This process ensures that safety guidelines are followed in an ongoing commitment to meet students' health needs. These procedures identify, track, and securely notify and update staff members who facilitate in-person testing and/or a designated activity when a student with medical conditions not covered in a 504 plan is on-site without a parent/LG present.

Safety checklist:
- o Students have name tags
- o Staff have name tags
- o Volunteers have name tags
- o Emergency forms are completed for all students and accessible to staff
- o Check-in/out procedure understood and followed
- o A visual wellness check is done as students arrive
- o A visual safety check of the site is done before students arrive
- o First aid kit, disposable gloves, small trash bags, paper towels, facial tissue, and hand sanitizer are available
- o Staff is aware of and has reviewed the Comprehensive School Safety Plan.

- Epileptic Students: Once made aware, please reach out to the Special Education and/or 504 teams to develop an appropriate, individualized protocol to support the student. Please confidentially share the protocol with all staff at the site. If medication is part of the protocol, an Authorization for Medications will need to be completed. Please reach out to your supervisor for guidance.

- Students Requiring Medication: If a student requires medication, the Authorization for Medications will need to be completed by a healthcare provider and be on file with the school prior to the in-person testing and/or designated event; otherwise, the parent or guardian will be required to remain on-site to administer the medication.

- CPR/First Aid Training: We encourage all staff to be certified in CPR and First Aid. The American Red Cross offers in-person and online classes. Remuneration for the training fee will be provided as the need is determined.

- Incident Report Form: Please print out several copies and have them available at your site to complete in the event of an accident. Please contact your supervisor immediately if someone is injured at your location.

Students with Medical Conditions:
Parents/LGs will be prompted, when confirming in-person attendance for state testing or other designated events where the parent/LC will not be present, to note health concerns that may impact students during testing/activity. The testing team will handle clarification and follow-up. Information will be shared directly with test site coordinators/designated staff. Staff will take necessary measures to ensure students' medical needs are met.

The Authorization for Medication to be Taken at School form is attached to this plan.

Disorderly Conduct
A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SITE ADMINISTRATOR ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents make an immediate contact with a therapist.
Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated)
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify site administrator.
Protect individual from injury.
Complete Threat Assessment Form

Earthquake
Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SITE ADMINISTRATOR ACTIONS:
Direct inspection and assessment of buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
Send search and rescue team to look for trapped students and staff.
Post guards a safe distance away from building entrances to ensure no one re-enters.
Notify the Director of school and personnel status. Determine who will inform public information media as appropriate.
Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
Determine whether to close the site. If the site must be closed, notify staff members, students, and parents.

STAFF ACTIONS:
Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back-to windows.
Check for injuries and render First Aid.
After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring an attendance roster and emergency backpack.
Check attendance at the assembly area. Report any missing students to the site administrator.
Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
Stay alert for aftershocks
Do NOT re-enter the building until it is determined to be safe.

Outside Building
STAFF ACTIONS:
Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back-to windows. If not near any furniture, drop to your knees, clasp both hands behind your neck, bury your face in your arms, make your body as small as possible, close your eyes, and cover your ears with your forearms. If notebooks or jackets are handy, hold over the head for added protection. Maintain position until shaking stops.

After shaking stops, check for injuries, and render first aid.
Check attendance. Report any missing students to the site administrator.
Stay alert for aftershocks.
Keep a safe distance from any downed power lines
Do NOT re-enter the building until it is determined to be safe.
Follow instructions of principal/site administrator.

Explosion or Risk Of Explosion
Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the building. All students should be kept away from the explosion and under supervision.

SITE ADMINISTRATOR:
Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for

SHELTER IN PLACE.
Notify Fire Department (call 911). Provide building name, address, exact location within the building, your name and phone number and nature of the emergency.
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the Director of status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide building name, address, location within building, your name and phone.
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
Determine if Student Release should be implemented. If so, notify staff, students and parents.
If damage requires the site to be closed, notify parents and staff of status. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
Initiate DROP, COVER AND HOLD ON.
If explosion occurred inside the building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
Check to be sure all students have left the site. Remain with students throughout evacuation process.
Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
Render first aid as necessary.
Do not return to the building until the emergency response personnel determine it is safe to do so.
If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area
A fire in an adjoining area, such as a wild land fire, can threaten the building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the building and the likelihood that it may endanger the building.

SITE ADMINISTRATOR ACTIONS:
Determine if EVACUATION of site is necessary.
Contact local fire department (call 911) to determine the correct action for your site.
If necessary, begin evacuation of site to a safe site using site evacuation plan.
Direct inspection of premises to ensure that all students and personnel have left the building.
Notify the Director where the site has relocated and post a notice on the office door stating the temporary new location.
Monitor radio station for information.
Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance at the assembly area. Report any missing students to the site administrator and emergency response personnel.
Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Since the school doesn't have school sites, this section applies to buildings where in-person school events are held. If it's an outing at a public venue, you would have employees' directions. Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by staff, require a call to the Fire Department to indicate that the "fire is out".

Within Building

SITE ADMINISTRATOR ACTIONS:
Sound the fire alarm to implement EVACUATION of the building.
Immediately EVACUATE the site using the primary or alternate fire routes.
Notify the Fire Department (call 911).
Direct search and rescue team to be sure all students and personnel have left the building.
Ensure that access roads are kept open for emergency vehicles.
Notify District Office of situation.
Notify appropriate utility company of suspected breaks in utility lines or pipes.
If needed, notify bus dispatch for OFF-SITE EVACUATION.
Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:
EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance. Report missing students to the site admin and emergency response personnel.
Maintain supervision of students until the Fire Department determines it is safe to return to the building.

Near the Site

SITE ADMINISTRATOR ACTIONS:
Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
Determine the need to implement an EVACUATION. If the fire threatens the site, execute the actions above. If not, continue with the routine.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as the failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SITE ADMINISTRATOR ACTIONS:
Issue STAND BY instruction. Determine if evacuation is required.
Notify the local police department of the intent to EVACUATE, the location of the safe evacuation site, and the route to be taken to that site.
Delegate a search team to ensure that all students have been evacuated.
Monitor AM radio weather station for flood information.
Notify the Director of the site status and action taken.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:
If warranted, EVACUATE students using evacuation plan. Take the class roster and emergency backpack. Take attendance before leaving the campus.
Remain with students throughout the evacuation process.
Upon arrival at the safe side, take attendance. Report any missing students to the site administrator and emergency response personnel.
Do not return to the building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities
Failure of any of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SITE ADMINISTRATOR:
Notify the site owner. Provide the following information:
Affected areas of the site
Type of problem or outage
Determine length of time service will be interrupted.
Determine desired action, which may include students going home and notification of parents.
If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
Use messengers with oral or written word as an alternate means of faculty notification.
Notify Director of loss of service.

Motor Vehicle Crash
This section applies to a motor vehicle crashing into a building that the school has secured for an event. A motor vehicle crash may result in a fuel or chemical spill at the site. If the crash results in a utility interruption, refer to the section on Utility Failure.

SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Notify Director.

STAFF ACTIONS:
Notify Site Admin
Move students away from immediate vicinity of the crash.
EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
Check site to ensure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the site admin and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the site when emergency response officials have determined it is safe to return to the building.

Pandemic
COVID-19 Prevention Program document is attached at the end of this plan.

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak that can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity.
Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain the spread of the virus.

Suspend all in-person events. The following pertains to our virtual school.

SITE ADMINISTRATOR ACTIONS:
Activate heightened surveillance of illness. If requested by a state agency, gather data on symptoms of students and staff who are sick at home.
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services.
Keep staff informed of developing issues.
Respond to media inquiries regarding attendance status.
Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Psychological Trauma
SUICIDE

Intervention, Screening, Referral

Action Plan for Suicide Attempts During-School Hours
If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented.
Follow Safety Risk Process, and remember the following:
· Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
· Call 911 and provide as much information about student as possible, including location/address of student;
· Move all other students out of the immediate area (when in-person for outing or testing) or remove from online classroom;
· Please follow Safety Risk Process for documentation, communication processes and follow-up.

Action Plan for After Hours Suicide Attempts
If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:
· Contact the parents/guardians/caregivers and offer support to the family;
· Discuss with the family how they would like the school to respond to the attempt;
· Obtain permission from the parents/guardians to share information with staff;
Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Board approved Suicide Prevention and Postvention Policy is attached.

SAFETY RISK PROCESS
A safety risk referral is to be completed if any teacher or staff member is a concerned a student is in immediate risk of harming themselves or someone else. All concerns must be taken extremely seriously. If there is a concern, do NOT assume that the student's comment (either verbally, in an email and/or in a writing assignment) is only an attention getter or over dramatization. If you see any indication of inappropriate comments, you must follow proper procedure.

Reasonable suspicion of a student's intent to harm him or herself or someone else, includes the following.

· Staff eye witness of person or behavior
· Student's verbal statements
· Student's written statements to include things written in/on their assignments

Process
Staff/teacher is concerned about immediate risk of harm to a student or someone else
· Immediately call the local authorities or 911. Make sure you know the physical location of the student.
· Complete the Safety Risk Referral form (See Attachments)
· Contact your student's assigned Regional School Psychologist
· Include your Principal in the referral email as well as all follow-up and outcome information.
· Keep documentation of any conversations that you have with the student.
· Also, keep any emails or writing assignments that are cause for concern.

After the necessary steps have been followed, contact regional school psychologist with the pertinent information below:
· Student ID
· Reporting party name (whomever made the call)
· Numbers of any agencies and persons called to include the phone number
· Action taken (welfare check, etc.)
· Report # if welfare check was done
· Include your Principal in the referral email as well as all follow-up and outcome information.
The Regional School Psychologist will then complete a Safety Risk Report and follow up with authorities/family as appropriate. They will update any staff members and any necessary information with the school office.

SAFETY RISK PROCESS LIVE CLASS CRISIS
If a student is in immediate harm or someone in their home is in immediate harm during a live class session, follow the steps as outlined to call the local authorities and clear all of the other students from the virtual class environment immediately.

These steps should be followed during a Live Class Crisis Event:

1. Immediately call the local authorities
2. Remove all students from the online classroom
3. Complete the online Safety Risk Referral form
4. Contact your student's assigned Regional School Psychologist
5. Include your Principal in the referral email as well as all follow-up and outcome information

Please review and follow disciplinary code of conduct as outlined in Parent Student Handbook as needed. Refer to FERPA policy for any implications to student records.

STUDENT DEATH
A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

Principal/Site Administrator Actions:
Call 911 (If death happened at site)
Verify the death and obtain as much information about it as possible.
Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.
Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.

Develop a plan for notifying other students and sharing information about availability of support services.
Prepare a parent/guardian information letter and distribute it to students at the end of the day.
Contact parents of those students who are affected by the crisis to determine appropriate support needed. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed.

Staff Actions:
Allow students who wish to meet with a counselor.
Encourage students to report any other students who might need assistance.

STAFF MEMBER DEATH
A staff members reported death or serious illness among the school community may have a profound affect on students and staff alike.

Principal/Site Administrator Actions:
Verify the death and obtain as much information about it as possible.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.
Develop a plan for notifying students and sharing information about availability of support services.
Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
Facilitate a small group discussions for students.
Prepare a parent/guardian information letter.
Continue to monitor staff and students for additional supportive needs.

Suspected Contamination of Food or Water
This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SITE ADMINISTRATOR ACTIONS:
Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify Director of situation and number of students and staff affected.
Confer with Department of Health and Human Services before the resumption of normal activities.
Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:
Notify site administrator.
Call the Poison Center Hotline 1-800-222-1222 if food or water was ingested.
Administer first aid as directed by poison information center.
Seek additional medical attention as needed.

Tactical Responses to Criminal Incidents
Weapon Found on Property

Don't handle unless necessary. The weapon is evidence.
If necessary, handle with care. Always wear rubber gloves or use a cloth to touch.
Have a staff member stay with the weapon.
Notify HOS/designee.
HOS/designee should call 9-1-1.
Cover the weapon from view of the public (cloth, wastebasket, etc.).
Close off traffic from the area of the weapon.
HOS/designee should assign someone to meet police to lead to weapon location.
If there is a need to handle the media, contact K12's PR.
HOS/designee will complete an incident report.

Weapon Suspected on Student

Possession of a weapon on the property is a crime and is best handled by law enforcement personnel.
The safety of students and staff is always first. Apprehension of violators and weapon retrieval is second.
Treat all weapon related information (rumors) to be accurate and plan appropriately.
Do not put anyone in harm's way. When faced with a suspected weapon on a person, school personnel should consider the following circumstances:
Type of weapon
Age of suspect
Mental state of suspect
Victim risk factor
History of suspect, if known
Suspected location of weapon (on person or elsewhere)

ACTION
Notify HOS/designee.
HOS/designee will call 9-1-1.
Don't attempt to stop suspect if flight from building is attempted.
Attempt, in a non-confrontational way, to get suspect to a private office near an exit.
Allow non-essential persons to flee from area.
Do not allow access to book bags, backpacks without first checking contents.
Avoid confrontation.

FOLLOW-UP
HOS/designee will complete an incident report.
If there is a need to handle the media, contact K12's PR.

Rape/Suspected Rape

Get the victim to a private office free from any disruptions.
Do not leave the victim alone.
Notify the HOS/designee.
Do not attempt to interview the victim, however, make note of any statements made by the victim.
Do not allow victim to remove any items of clothing. If victim has removed clothing, bag each piece in its own paper bag using latex gloves.
HOS/designee will contact call 9-1-1.
Get permission from police if the school is to contact parents.
If there is a need to handle the media, contact K12's PR group.
HOS/designee will ensure a written account of the school's actions is on file.

Missing Child

Notify HOS/designee immediately.
Follow lockdown procedure.
HOS/designee will notify police with the following information:
child's name
address
physical and clothing description
medical status, if appropriate
time last seen
HOS/designee will notify parents/legal guardian of missing child and inform of steps taken.
HOS/designee will complete incident report.

Kidnapping

Notify HOS/designee immediately.
HOS/designee will call 9-1-1 immediately.
Give police information
Name, gender, age, address, dress, general physical description
Any suspect info, vehicle info, direction of travel
Secure all outside doors.
HOS/designee will notify emergency contact or parent/legal guardian if a minor.
Have information including picture, if possible, available to the police upon their arrival.
HOS/designee will complete incident report.
If there is a need to handle the media, contact K12's PR group.

Unlawful Demonstration or Walkout
When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

SITE ADMINISTRATOR ACTIONS:
Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
Contact local police department and advise them of the situation.
Notify staff of the planned demonstration.
Develop an information letter to parents.
Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
Designate a staff member to handle incoming calls during the demonstration.
Establish areas where demonstrators can set up without affecting the operation of the site

STAFF ACTIONS:
Do not allow students to be interviewed by the media or join in the demonstration

A civil disturbance is an unauthorized assemblage on the building grounds with the potential to:
disrupt school activities;
cause injury to staff and students; and/or
damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in rooms.

Inside Building

STAFF ACTIONS:

Report disruptive circumstances to site administrator.
Avoid arguing with participant(s).
Have all students and employees leave the immediate area of disturbance.
Lock doors. Account for all students and remain in classroom unless instructed otherwise by the site admin or law enforcement.
Stay away from windows and exterior doors.

SITE ADMINISTRATOR ACTIONS:
If the students are engaging in civil disobedience, keep the students confined to one room in the building.
Set up a communication exchange with the students, staff and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of the Building

SITE ADMINISTRATOR ACTIONS:
Call 911.
Move any students who are outside into the building. If unable to do so, have students lie down and cover their heads.
Once students are in the building, lock and secure all exterior doors, including restrooms.
Maintain an accurate record of events, conversations and actions.

STAFF ACTIONS:
Close and lock room doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked rooms until all clear is given.

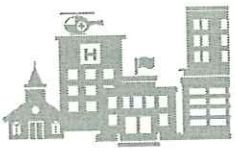
BE PREPARED FOR AN ACTIVE SHOOTER

FEMA

FEMA V-1000/March 2018

Recent national tragedies remind us that the risk is real. Taking a few steps now can help you react quickly when every second counts.

An active shooter is an individual engaged in attempting to kill people in a confined space or populated area. Active shooters typically use firearms and have no pattern to their selection of victims.



Can happen anywhere



Can happen anytime

IF YOU ARE INVOLVED IN AN ACTIVE SHOOTER INCIDENT

See something, say something.





Learn first aid skills so you can help others.

Before you run, know the exits.





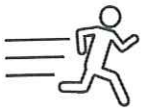
Help law enforcement.

Find a place to hide.





Seek help to cope with trauma.



Run



Hide



Fight

HOW TO STAY SAFE
WHEN AN ACTIVE SHOOTER THREATENS



If you see suspicious activity, let an authority know right away.

Many places, such as houses of worship, workplaces, and schools, have plans in place to help you respond safely. Ask about these plans and get familiar with them. If you participate in an active shooter drill, talk with your family about what you learned and how to apply it to other locations.

When you visit a building such as a shopping mall or healthcare facility, take time to identify two nearby exits. Get in the habit of doing this.

Map out places to hide. In rooms without windows, behind solid doors with locks, under desks, or behind heavy furniture such as large filing cabinets can make good hiding places.

Sign up for active shooter, first aid, and tourniquet training. Learn how to help others by taking FEMA's You Are the Help Until Help Arrives course. Learn more at ready.gov/until-help-arrives.



RUN. Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Call 911 when you are safe. Describe each shooter, their locations, and weapons.

HIDE. If you cannot get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Do not hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—such as through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you notice that all immediate danger is clear.

FIGHT. Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.



Keep hands visible and empty.

Know that law enforcement's first task is to end the incident. They may have to pass injured persons along the way.

Follow law enforcement's instructions and evacuate in the direction they tell you to.

Consider seeking professional help for you and your family to cope with the long-term effects of trauma.

Take an Active Role in Your Safety

Go to **ready.gov** and search for **active shooter**. Download the **FEMA app** to get more information about preparing for an **active shooter**. Find Emergency Safety Tips

FEMA

FEMA V-1000
Catalog No. 17233-1

AUTHORIZATION FOR MEDICATION TO BE TAKEN AT SCHOOL

The top section is to be completed by the PARENT/GUARDIAN:

School:_____ Grade:_____
Student's Name:_____
Birth Date:_____
Gender: M F
Health Care Provider's Name:_____
Address:_____
Phone & Fax:_____

Please check only one box:
__ I request that authorized persons at school assist my child in taking the medicine(s) described below. I also give my permission for exchange of information between school staff and the health care provider.
__ I request that my child be allowed to self-administer medication. I also give my permission for exchange of information between school staff and the health care provider. I shall hold harmless and indemnify California Virtual Academies and its officers, employees, and agents against all claims, judgments, or liabilities arising out of the self-administration and carrying of medication by my child.

Parent/Guardian Signature:_____
Date:_____
Home Phone:_____
Cell Phone:_____

The bottom section is to be completed by the HEALTH CARE PROVIDER:

I have determined that the medication named below is advisable during the school day.
Diagnosis for which medication is given:_____
Name of medicine:_____ Dose:_____
__ Tablet/Capsule __ Liquid __ Inhaler __ Injection __ Nebulizer __
Other:_____
If medicine is to be taken DAILY, at what time?_____
If medicine is to be given WHEN NEEDED, describe indications:_____
_____
How soon can it be repeated?_____
Is child authorized to medicate himself/herself? __ yes __ no
If "yes", student has been trained by health care provider and is safe to self-administer?
__ Yes __ No
Length of time this treatment is recommended:_____
Possible side effects:_____
Emergency procedure in case of serious side effects:_____
_____

Health Care Provider's Signature:_____
Date:_____

(Adapted from the American Academy of Pediatrics, HEO150)

Please note the following:

ALL MEDICATIONS TO BE ADMINISTRATED AT SCHOOL
REQUIRE A REQUEST FROM A LICENSED HEALTH PROFESSIONAL.

Medication must be in a properly labeled container from the dispensing pharmacy, including:

-Student's Name
-Name of Medication
-Strength of Medication
-Time and Method of Administration
-Length of Time/Days to be Given

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

50 Moreland Road
Simi Valley, CA 93065
Phone 805.581.0202
Fax 805.581.0330
www.caliva.org

Bullying and Harassment Incident Reporting Form

Please send completed form to your CAVA Principal.

Date: **Time:** **Reporting Person:**

Student Name (Target of the Bullying): **SID#:** **Grade:**

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: ***Names of staff or students who witnessed this incident*:**

Was administration or school staff notified of this incident? ***If yes, please indicate the administrator notified and the date and time of notification:***

Any other relevant information or details about the incident:

The school is not permitted to provide information about other students or discipline issued to other students with the reporting parent.

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

50 Moreland Road
Simi Valley, CA 93065
Phone 805.581.0202
Fax 805.581.0330
www.caliva.org

Hate-Motivated Behaviors and Hate Crime Investigation Form

[For School recording purposes only]

I. SCHOOL: _____

II. NAME OF INVESTIGATOR: _____

III. DATE COMPLAINT RECEIVED: _____

IV: WHO REPORTED? (If student, must notify parent): _____

V. WHAT WAS REPORTED? _____

_____

_____

_____

_____

_____

_____

VI. INTERVIEW LIST

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

VII. DOCUMENTS REVIEWED:

_____

_____

_____

_____

VIII. FINDINGS/DETERMINATION:

Evidence to Support Allegations: _____

_____

_____

_____

_____

Evidence Disproving Allegations: _____

_____

_____

_____

IX. ADDITIONAL FACTORS TO CONSIDER:

Has this incident reached a threat level? _____

Is there evidence that this incident is part of a larger pattern of bullying or bias? _____ **If yes, explain previous incidents:** _____

_____

_____

_____

Were there any subsequent/retaliatory incidents: _____

_____

_____

_____

X. CORRECTIVE ACTIONS (Check all that apply):

	Involving Accused Person(s)	Date
☐	**Parent Informed of Complaint** ☐ Conference ☐ Letter ☐ Telephone	/ /
☐	**Parent Informed of Findings** ☐ Conference ☐ Letter ☐ Telephone	/ /
☐	**Provide/Explain School Nondiscrimination Policy**	/ /
☐	**Explain Non-Retaliation & Harassment**	/ /
☐	**Referral for School Counseling**	/ /
☐	**Education/Behavior Contract**	/ /
☐	**School Discipline Provided**	/ /
☐	**Disciplinary Conference**	/ /
☐	**Suspension**	/ /
☐	**Expulsion**	/ /

☐	Accused Person's Parents Notified of Resolution of Incident/Complaint	/ /
☐	Safety Plan	/ /
☐		
☐		
☐		

XI. Remedies for Reporting Party:

	Involving Accused Person(s)	Date
☐	Parent Informed of Findings ☐ Conference ☐ Letter ☐ Telephone	/ /
☐	Provide/Explain School Nondiscrimination Policy	/ /
☐	Referral for School Counseling	/ /
☐	Other	/ /
☐		
☐		

PROVIDE A COPY OF THE COMPLETED RECORD TO THE DIRECTOR

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND TITLE | TELEPHONE

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY

1. _____
2. _____

NAME BIRTHDATE SEX ETHNICITY

3. _____
4. _____

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST. MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE | BUSINESS PHONE

NAME (LAST, FIRST. MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE | BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST. MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

California Virtual Academy

Parent's Approval, Student Waiver and Photo Release

Student First and Last Name: _____

The above said minor has my permission to participate in any CAVA-sanctioned activity for the school year 2023-24. This includes, but is not limited to, activities, outings, park days, testing and graduation ceremonies.

The undersigned parent and/or guardian assumes all risks in connection with the student's participation in any and all of the CAVA activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge the California Virtual Academy it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of the California Virtual Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event.

I hereby advise that the said minor has had the following allergies, medicine reactions or unusual physical condition which should be made known to a treating physician or which could limit participation:

_____

If none, please write "none" above.

_____ _____

Parent/Guardian/Participant Signature Date

_____ ( ) _____

Print Name Phone

_____

Address City State Zip Code

PHOTO RELEASE

☐ By initialing this box, I agree to allow California Virtual Academy the use of the said minor's picture. Pictures may be used on school or teacher websites, newsletters, Facebook page, blog, and/or Blackboard sessions. Full names will not be printed with pictures.

Policy: Suicide Prevention/Postvention

Suicide Prevention/Postvention
Updated by boards December 2021 (reviewed annually as part of the CSSP)

Information

California Virtual Academies recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing environment. Recognizing that it is the duty of the school to support the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School or designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide. The Head of School or designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School or designee shall involve all stakeholders in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, California Virtual Academies will have the Compass Team serve as the suicide prevention point of contact for the school.

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Virtual Academies has reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Training shall be provided for all school staff members.

- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the youth who has suicidal thoughts;
    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment;
    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
    - The impact of traumatic stress on emotional and mental health;
    - Common misconceptions about suicide;
    - Suicide prevention resources;
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
    - The factors associated with suicide (risk factors, warning signs, protective factors);
    - How to identify youth who may be at risk of suicide;
    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
    - School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals);
    - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
    - Responding after a suicide occurs (suicide postvention);
    - Resources regarding youth suicide prevention;
    - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
    - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider)

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences.

Policy: Suicide Prevention/Postvention

Employee Qualifications and Scope of Services

Employees of the California Virtual Academies must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Screening)

Additional professional development in suicide risk screening and crisis intervention shall be provided to mental health professionals employed by California Virtual Academies.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the school's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the school's web page and included in the parent-student handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider)

Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- Receive student-focused suicide prevention education that can be incorporated into classroom curricula.
- The content of the education shall include:
    - Coping strategies for dealing with stress and trauma;
    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Intervention, Screening, Referral

Action Plan for Suicide Attempt During-School Hours

California Virtual Academy

If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented. Follow **Safety Risk Process** and remember the following:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Call 911 (local authorities based on location of student) and provide as much information about student and your concerns;
- Move all other students out of the immediate area (when in-person for outing or testing) or remove from online classroom;
- Please follow **Safety Risk Process** for documentation, communication processes and follow-up.

Action Plan for Suicide Attempt After-School Hours

If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt;
- Obtain permission from the parents/guardians to share information with staff;

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

California Virtual Academies shall establish a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After Safety Risk Process is followed, administrator shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the administrator will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. California Virtual Academies administration will follow the re-entry process to ensure the student's successful re-integration into the school, or successful transfer to another setting.

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #08

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 7, 2023

SUBJECT: 2024-2025 School Calendar

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at San Diego approve the 2024-2025 school calendar.

BACKGROUND: The school calendar was developed to identify the number of school days and important dates for the 2024-2025 school year.

BUDGET IMPLICATIONS:
N/A

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Approve the 2024-2025 school calendar.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _12/7/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon	X				X	
Ruben Garcia				X		
Shelly Hess	X					
Lori Enroth	X					X
Stephanie Green				X		

CAVA 202

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 24						
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September 24						
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October 24						
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November 24						
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December 24						
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January 25						
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February 25						
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March 25						
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