

**AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS**

California Virtual Academy at Los Angeles

February 24, 2025

10:00 A.M.

Primary Location:

Zoom Meeting: <https://zoom.us/j/3446279195>

Conference call: (669) 900-9128

Meeting ID: 344 627 9195

Alternate Locations:

4329 Humanities Gateway, University of California, Irvine, Irvine, CA 92697

5850 7th Ave, Los Angeles, CA 90043

1881 W. Base Line St., San Bernardino, CA. 92411

LA Trade Technical College Campus Library Conference Room, 400 W Washington Blvd, Los Angeles, CA 90015

ORIGINAL

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

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

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Virtual Academy Office (805-581-0202). You may also email carobinson@caliva.org.
2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the California Virtual Academy Office (805-581-0202) or emailing carobinson@caliva.org seventy-two hours in advance of the meeting.
3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

California Virtual Academy at Los Angeles 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 or 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 Los Angeles office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 10:04 A.M.

B. ROLL CALL

	Present	Absent
Mr. John Bodenschatz (President)	<u>X</u>	<u> </u>
Ms. Stephanie Hansen-Sturm (Secretary)	<u>X</u>	<u> </u>
Ms. Dezi Waterhouse	<u>X</u>	<u> </u>
Ms. Contrina Fields	<u>X</u>	<u> </u>

C. FLAG SALUTE

- Odysseus led (student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: February 24, 2025 10:00 AM

During its Regular Board Meeting

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

SUBJECT: Local Control Accountability Plan

Opening of Public Hearing: 10:06 AM

- Stephanie Hansen-Sturm stated she would like us to keep working together and unite with the teachers on staff. Would prefer there are no class connect sessions during field trips. More opportunities for in-person engagement.

Closing of Public Hearing: 10:09 AM

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.

- Melissa Ramirez (Parent) shared that she emailed board members this morning

regarding concerns about technology, attendance, curriculum access, secure browser on student's computer and better expectations for all.

B. For Information: Director's Report

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

- Total enrollment is at 6164; 2607 in TK-5, 1792 in MS, and 1765 in HS

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- LCAP mid-year review

Victoria Nelson and Heidi Rochin shared overview of our progress

- Legislative Update

Branche Jones shared summary of updates

D. Approval of Previous Board Meeting Minutes

Moved: John

2nd: Stephanie

APPROVED

III. CONSENT AGENDA ITEMS

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

IV. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan

- John asked about exposure or concerns with federal funding. It's hard to tell at this time but we are hopeful that we won't be significantly affected.

BDRPT 01

FY 2024-25 Second Interim Budget Update

- The lottery is part of the increase in funding.

BDRPT 02

Ratification of Disbursements

- Ritz brother transportation, who gets access to that? We use this vendor for special education students to get to/from providers. Arthur Gallagher provides our liability insurance.

BDRPT 03

B. PERSONNEL

2024-25 Employment Agreements and Terminations
- No questions asked.

APPROVED
BDRPT 04

C. INSTRUCTION AND CURRICULUM

2025-26 School Calendar

- Stephanie would prefer the school year to start/end 1 week later than proposed. We will bring this back for discussion but approve as is for now.

APPROVED
BDRPT 05

School Accountability Report Card

- We do compare returning students data with new student data.

APPROVED
BDRPT 06

Comprehensive School Safety Plan

- Stephanie suggested putting more technical safety plans in place due to the nature of our school.

APPROVED
BDRPT 07

E. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at 11:18 A.M.



POWERED BY STRIDE K12

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 31.9 below standard English Learners* 79.5 below Student with Disabilities* 109.6 below Socioeconomically Disadvantaged 41.1 below Homeless 54 below African American 63.2 below Hispanic 30.7 below White 14.7 below Asian 9.8 above Two or Races 16.9 below Filipino 27.2 above *Red on Dashboard	2024.0 40.2 below standard English Learners 72.3 below Long-Term English Learners 88.0 below Student with Disabilities 109.2 below Socioeconomically Disadvantaged 52 below Homeless 36.6 below African American 77.3 below Hispanic 38.5 below White 20.6 below Asian 31.4 above Two or Races 50.5 below Filipino 47.4 above		See Year 1 Outcome	13 below standard
1.2	Math Grades 3-8, 11 Points from Standard	2023 74.3 below standard English Learners* 101.6 below Student with Disabilities* 143 below Socioeconomically Disadvantaged 82.4 below Homeless 75.6 below African American 98.4 below Hispanic 78.4 below	2024.0 71.2 below standard English Learners 91.6 below Long-Term English Learners 136.4 below Student with Disabilities 80.9 below Socioeconomically Disadvantaged 133.1 below Homeless 65.5 below		See Year 1 Outcome	50 below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		White 55.4 below Asian 21.6 below Two or Races 57.4 below Filipino 8 below *Red on Dashboard	African American 104 below Hispanic 71.9 below White 47.6 below Asian 0.2 above Two or Races 76.9 below Filipino 11.7 above			
1.3	CA Science Test Source: Dataquest	2023 2.7% English Learners 5.8% Student with Disabilities 6.5% Socioeconomically Disadvantaged 19.5% Homeless 24.1% African American 14.9% Hispanic 20.3% White 31.3%	All 25.1% English Learners 6.9% Long-Term English Learners 8.6% Student with Disabilities 10.4% Socioeconomically Disadvantaged 21.8% Homeless 32.4% African American 12.8% Hispanic 24.3% White 36.5%		See Year 1 Outcome	25%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 23.1% Student with Disabilities* 8.3% Socioeconomically Disadvantaged 21.6% African American 19.7% Hispanic 21.9% White 24.7% *Red on Dashboard	All 26.4% English Learners 12.9% Long-Term English Learners 4.8% Student with Disabilities 6.7% Socioeconomically Disadvantaged 25.2% Homeless 23.1% African American 17.1% Hispanic 25.4% White 29.5%		See Year 1 Outcome	40%
1.5	CCI Details a-g Completion	2023	2024		See Year 1 Outcome	a-g: 25% CTE: 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	a-g Completion 16.50% CTE Pathway Completion 3.10% CTE SED Only 3.00% Both CTE & a-g Completion 1.20% Passage of AP Exam 1.80% Early Assessment Program (EAP) 29.10%	a-g Completion 18.30% CTE Pathway Completion 5.10% CTE SED Only 4.90% Both CTE & a-g Completion 3.60% Passage of AP Exam 0.90% Early Assessment Program (EAP) 33.80%			
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 50.0%	2024 38.5% Long-Term English Learners 41.0%		See Year 1 Outcome	70%
1.7	English Learner Reclassification Rate Reclassified from English Learner to Fluent English Proficient Source: Dataquest	2023 8.8%	2024 8.6%		Between July 1, 2024 and January 31, 2025, our school has reclassified 3% of English learner students to fluent English proficient (RFEF). In February 2025, we will reclassify any additional students meeting the reclassification requirements mid-year, with the goal of reaching a 10% reclassification rate overall for this school year.	20%
1.8	Reading/ELA TK Early Literacy (ESGI) K/1st Early Literacy Star360 2nd Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K 57.8% 1st 55.4% 2nd 43.6%	2024 K 68.6% 1st 52.1% 2nd 39.0%		24-25 Semester 1 TK ESGI 19.6% proficient or advanced (beginning of semester 1)	60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					64.5% proficient or advanced (end of semester 1) 44.9% increase in the number of students scoring proficient or advanced K-2 is included below in 1.10 Mid-Year Outcome Data	
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K-2 59.1%	2024 K-2 31.5%		24-25 Semester 1 TK ESGI 64.5% proficient or advanced (beginning of semester 1) 92.5% proficient or advanced (end of semester 1) 28% increase in the number of students scoring proficient or advanced K-2 is included below in 1.11 Mid-Year Outcome Data	60%
1.10	Reading Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 46.7% English Learners 37.4% Student with Disabilities 44.9% Socioeconomically Disadvantaged 45.7% African American 44.5% Hispanic 47.2% White 47.0%	2024 45.3%		2024-2025 Grades K-12 % of students who demonstrated gains on STAR ELA assessment during the 1st semester 49.7% 48.4% English Learners 46.9% Students with Disabilities	60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.11	Math Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 48.85% English Learners 47.39% Student with Disabilities 40.59% Socioeconomically Disadvantaged 47.94% African American 44.70% Hispanic 49.63% White 50.16%	2024 46.8%		49.8% Socioeconomically Disadvantaged 47.1% African American 50.5% Hispanic 52.1% White 2024-2025 Grades K-12 % of students who demonstrated gains on STAR math assessment during the 1st semester 53.0% 51.8% English Learners 50.3% Students with Disabilities 52.8% Socioeconomically Disadvantaged 52.1% African American 53.0% Hispanic 54.8% White	60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices,	Yes	Ongoing Implementation	Elementary leaders have participated in PD focused on building a collaborative culture, change management, and conflict resolution.	PD has focused on the implementation of the essential components of a Professional Learning Communities (PLC). Middle school focused on creating and sustaining high-performing collaborative teams.	\$275,556.20	\$117775

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.			Missing motivation, resistance, and missing resources resulting in frustration were the most identified behaviors observed in staff. Actions are being considered and will be implemented to support these two areas in building the capacity within the team. The TK-2 staff has engaged in ongoing professional development on Orton-Gillingham instructional practices, based on the science of reading. A Reading Warm-Up has been integrated into all tier one English Language Arts (ELA) blocks for students in transitional kindergarten through second grade. In the	that work to ensure high levels of learning for all, and student achievement data to support strategic instruction to improve student outcomes. High school teachers have shown significant improvement in their comfort with using rubrics and providing feedback, with only 5% reporting low comfort levels by October compared to 25% in August. There has been a notable increase in teachers' understanding and comfort with using artificial intelligence (AI) for educational tasks, with 73% reporting a good understanding of AI systems after recent training. We're seeing encouraging progress in our PLC process, with teachers reporting increased understanding of key concepts and improved ability to use data for supporting students through tiered interventions.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				first semester, 82.6% of TK-2 classrooms visited had evidence of the Reading Warm-Up, including Orton-Gillingham practices based on the science of reading.			
1.2	Instructional Coaching Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	Yes	Ongoing Implementation	Instructional Coaches visited 99.8% of classrooms during quarter one and 99.9% of classrooms in quarter two. They met with 99.8% of teachers in quarter one and 100% in quarter two. Many teachers are choosing to meet more often to work on student focused goals. Teachers are trying new things in their classrooms to ensure students are learning and growing.	N/A	\$1,402,193.37	\$504,969
1.3	English Language Support The school offers a Structured English Immersion (SEI) program, and services for	Yes	Ongoing Implementation	According to the California school	28% of Long-Term English Learner (LTEL) students increased	\$870,378.55	\$311,566

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	English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in five primary languages from Tutor.com. Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with the Off2Class program, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. Support Newcomer students with tier 3 language intervention using the Rosetta Stone program, in addition to the required Designated and Integrated ELD. Identify ways			dashboard, 34.9% of English Learners (ELs) in our school progressed at least one English language proficiency level during the 2023-2024 school year. To ensure students are on track to increase their English language proficiency level in one year, our school administers a mid-year English Language Development (ELD) Benchmark Assessment on the grade-specific ELD Standards for all active ELs. 31% of active ELs that took the mid-year ELD Benchmark Assessment increased one English language proficiency level	their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year ELD Benchmark Assessment. 79% of newcomer students increased their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year ELD Benchmark Assessment.		

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	to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content			from their Spring 2024 Summative ELPAC scores.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.						
1.4	Instructional Support The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions. The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.	Yes	Ongoing Implementation	Tier 3 intensive support program used with students working below grade level, usually 2+ years. With the combination of using these programs and live instructional remediation in math and reading, the following was seen. Reading TK-2: 40% of students graduated out of this level of support TK-2: 43% of students in Lallio demonstrated gains on the Star 360 Reading assessment. 6-8: 15.6% gains on STAR360 during semester 1	PEAR is a new assessment tool, with an assessment library used by all grade levels to measure proficiency on vital grade level standards. There has been monthly growth of the percentage of Tk-2 students that have mastered a particular standard after instruction and remediation. 100% of Tk-2 teachers are using this assessment library and we are continuing ongoing training on how to decipher the data and use it to group students accordingly. 3-5 teachers contribute PEAR to more effective student groupings for intervention and extension with targeted practice of specific standards and skills. MS teachers reported barriers with the program. Administration is using feedback to make improvements to	\$625,299.59	\$590,328

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				Math TK-2: 38% of students graduated out of this level of support TK-2: 53% of students in Freckle demonstrated gains on the Star 360 Math assessment. 3rd: 71% gains on STAR360 during semester 1 4th: 74% gains on STAR360 during semester 1 5th: 73% gains on STAR360 during semester 1 6-8: 11.2% gains on STAR360 during semester 1 Grades 3-8 use Accelerated Reader (AR) to improve reading ability. 3rd to 5th, using AR had a 52.4% increase in Oral Reading Fluency. Middle school students using AR performed	ensure the program is more effective and easier to use moving forward. In high school, the English department has implemented the assessment tool. It provides with valuable insights into student learning and help us refine our teaching strategies. The math department plans to fully implementation it by Fall 2025.		

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1.5	Career & Technical Education (CTE) The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	Yes	Ongoing Implementation	higher than all students on post-instruction standard mastery assessments. Overall CTE Course Pass Rate: 12th: 88% 11th: 82% 10th: 74% 9th: 73% Special Population Gains: Students with Disabilities (IEP): 66% (+10%) English Learners (EL): 66% (+8%) Socioeconomic ally Disadvantaged (SED): 76% (+8%) Certification Exams & Career Readiness: 54% of students passed their certification exams during the first semester. More students will have opportunities to	During semester 1 (24-25) students earned many Job Ready and Career Skills certifications, including Adobe Animate, IT Specialist: Cybersecurity, and Entrepreneurship & Small Business. 33 students earned dual enrollment credits between attendance at our two partner colleges, Norco Community College, and Irvine Valley Community College. We have secured 17 new business/industry partnerships & 6 post-secondary partnerships for a total of 23 new partners in S1. We have hosted 42 WBL events in various locations, including our CAVA Career Chats, a Military Career Fair, a Health Sciences Career Fair, an Arts, Media, and Entertainment Career Fair, a College Fair, and the ASVAB. We hosted Workshop	\$1,081,185.02	\$380,004

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1.6	Summer School The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community.	No Yes	Fully Implemented	earn certifications in the spring! ASVAB Career Readiness Testing will be available next semester for students exploring military or technical career paths.	Wednesdays in collaboration with our Prep Program Counselors and a Student Success Coach. We have added Focus Friday events for students during which we share about internships, apprenticeships, and volunteer opportunities available throughout California.	\$202,846.62	\$138,163

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Instructional Intervention In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.	Yes	Ongoing Implementation	87% Credit Recovery Courses Our school uses a Multi-Tiered System of Supports (MTSS) fidelity tool (SWIFT Fidelity Assessment) which measures the effectiveness of the MTSS/Intervention Team, a problem-solving team designed to ensure students that are most at-risk for academic unsucess get the intervention they need, when they need it. 24-25 Semester 1 MTSS/Intervention Team has increased the fully implemented success criteria from 19% to 40% Supplemental and intensive intervention program has increased in the	N/A		\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				fully implemented success criteria from 16% to 59%			

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education." (88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community." Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any		See Year 1 Outcome	Increase parental involvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			academic hurdles. They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.		See Year 1 Outcome	Increase participation of parents of unduplicated pupils

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.	Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.			
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).		See Year 1 Outcome	Increase participation of parents who have a child with exceptional needs
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0%	2024 Overall, respondents indicated the school has a favorable		The Climate survey will be given during semester 2, and administered to	Increase parent and student participation in the climate survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Teachers care about student success at school 100.0% School promotes academic success 99.1% School fosters and appreciation of differences and diversity 100% Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.	climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student connections, and helping others.		parents and students in grades 2, 5, 7, 9, 11. The survey will be sent during the week of February 24th.	Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	English Language Services Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Yes	Ongoing Implementation	N/A	DTS is used for translations and CLI is used for on demand over the phone interpreting. ParentSquare is used to communicate with parents since messages can easily be translated into many languages.	\$40,305.87	\$32971
2.2	Engagement To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation	Yes	Ongoing Implementation	School engagement activities include clubs, outings, celebration events, pop-up events, picture days, park days, and Adventures in Reading. 68 clubs, grades TK-12, including after-hour clubs, monthly clubs within the school day, and in-person clubs (38% increase from 23-24 SY). 5% increase in the number of students who registered to participate in clubs from quarters 1 to 2. Events include in-person and virtual outings, Gingerbread Celebrations,	Students in grades 3-8 can access the CAVA K12 Zone during designated grade-specific sessions throughout the week, while high school students can access the National K12 Zone Monday through Friday. In the zone, students can play games, participate in virtual activities, and connect with their peers. Schoolwide Parent Engagement events, include partner engagement meetings, parenting with purpose workshops, coffee chats, family teacher organization (FTO), and live Learning Coach (LC) sessions. Parents/LCs can connect through the LC Community social platform. This group offers a space to engage with fellow LCs, access CAVA-	\$326,879.47	\$120926

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.			picture days including vision and hearing screening, park days, family game night, and Adventures in Reading. 34% increase, from quarter 1 to 2, in the number of in-person events offered.	specific resources, and receive support from knowledgeable staff.		
2.3	Social Emotional Learning, Prevention, and Intervention The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts. The SEL, Prevention & Intervention Department will support student resilience by: fostering supportive adult-child relationships scaffolding learning so students build a sense of self-efficacy and control strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction providing specialized support and targeted resources to students and families dealing with trauma Identifying and implementing protocols to ensure school and student safety.	No	Partially Implemented	Fall 2024-25 Students who completed SEL Support with an SEL Support Coach 8% reduction in Non-Compliance Letter #2 in the previous month 58% of students who completed the support term 9% average improvement in students reporting "I know who I can reach out to for help." 3% average improvement in Self-Awareness/Self-Management for grades 3-12 We know that when students	The Red Book for Leaders is a directory of school processes, resources, and supports. It is a reference tool when a leader responds to student or staff concerns. Prior to the administration team being trained on the Redbook, the average score for the following was 3.8, "When responding to a student safety concern, I am confident in the process I should follow and how to get support." , after it was 4.6.	\$435,656.02	\$161009

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				have strong relationships with their teachers, it helps them build the skills they need to succeed and grow. A consistent classroom routine also makes it easier for students to focus on learning. Our school wide initiative to support both teacher practices and student development during Homeroom and Paw Pride focuses on clear behavior expectations (BEAR Expectations) and 3 Signature Practices that encourage positive interactions and create a welcoming classroom environment. The evidence gathered during Paw Pride/Homeroom			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				m Instructional Rounds showed the following as of the end of Semester 1: 86% Inclusive Welcome 82% Engaging Strategy 57% BEAR Expectations			

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 95.2% Teachers Without Credentials and Misassignment 0.8% Credentialed Teachers Assigned Out-of-Field 2.4% Unknown/Incomplete 1.6%	2022-2023 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0.9% Credentialed Teachers Assigned Out-of-Field 1.4% Unknown/Incomplete 1.1%		See Year 1 Outcome	100%
3.2	Access to Standards-Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards-Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards-Aligned instructional materials for all core classes.		See Year 1 Outcome	100%
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	N/A
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	2024 Progress in implementing each academic standard for all students. CTE Initial Implementation (3) Health Ed Initial Implementation (3) Physical Ed Initial Implementation (3)		See Year 1 Outcome	Full Implementation and Sustainability (5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Visual and Performing Arts Initial Implementation (3) World Language Beginning Development (2)			
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Source: Dashboard	2023 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (4).	2024 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (3).		See Year 1 Outcome	ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art		See Year 1 Outcome	Maintain Offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			and music course each year.			
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.		See Year 1 Outcome	Maintain
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.		See Year 1 Outcome	Maintain
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		2024-2025 21.7%	10%
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		See Year 1 Outcome	N/A

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student ISP Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Ongoing Implementation	N/A	A survey is sent to all families that qualify for an ISP reimbursement at the end of January with a 2-week deadline. To receive a reimbursement of \$40 a month, families must complete the survey.	\$686,107.79	\$338154
3.2	High Quality Teachers Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	Yes	Ongoing Implementation	N/A	Fully staffed in all departments	\$5,689,203.22	\$15793
3.3	Equity, Access & Accountability The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support	Yes	Ongoing Implementation	N/A	The administrators and staff have collaborated to ensure the following. 100% of students continue to have to Access to Standards--Aligned Instructional Materials. All students, including unduplicated pupils, are enrolled in a broad course of study that includes all of the subjects. Continued to increase the implementation of Standard and access to ELD standards for EL students.	\$1,046,927.44	\$371275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.						
3.4	Curriculum Specialist Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	Yes	Ongoing Implementation	N/A	Elementary curriculum specialists have effectively launched the new PEAR assessment library which is used to monitor mastery of the most important standards in each grade level. They have collected data monthly to show growth by standard and lead the charge in collective evidence and sharing out best instructional practices after reviewing this data. Middle school Curriculum Specialists created Student Achievement Plans (SAPs) are grade-level documents that list all of the Online Middle School Lessons, and the essential lessons (Guaranteed Viable Curriculum) highlighted within those lessons.	\$490,197.80	\$205196

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	MKV/FY McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	No	Ongoing Implementation	N/A	Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards. There was a 2.5% increase in the number of unhoused students from fall 2023 to fall 2024. We have increased the number of FTE of the McKinney Vento & Foster Support Specialist position.	\$76,340.45	\$39370
3.6	Staff Training All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	Yes	Ongoing Implementation	N/A	As new teachers are assigned, they meet with trainers to ensure a smooth transition into our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school. At the beginning of the school year, teachers new to our school received 5 additional days of training before school started.	\$255,636.44	\$139836

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

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Attendance Rate Source: Internal	2023 96.9% English Learners 96.8% Student with Disabilities 96.3% Socioeconomically Disadvantaged 96.9% African American 96.4% Hispanic 96.9% White 97.1%	2024 97.0% English Learners 96.7% Student with Disabilities 96.2% Socioeconomically Disadvantaged 97.0% African American 96.6% Hispanic 97.0% White 98.8%		24-25 Semester 1 97.6% English Learners 97.6% Student with Disabilities 96.4% Socioeconomically Disadvantaged 97.3% African American 96.8% Hispanic 98.6% White 97.7%	
4.2	Chronic Absenteeism Rate Source: Dashboard	2023 9.3% English Learners 7.6% Student with Disabilities 10.6% Socioeconomically Disadvantaged 10.9% African American* 16.7% Hispanic 13.0% White 8.6% Asian 3.0% Two or More Races 4.9% Filipino 4.3% Pacific Islanders 12.5% American Indian 5.1% *Red on Dashboard	All 9.9% English Learners 9.4% Long-Term English Learners 16.5% Student with Disabilities 11.6% Socioeconomically Disadvantaged 11.0% Homeless 16.2% African American 12.2% Hispanic 9.8% White 8.3% Asian 8.5% Two or More Races 9.2% Filipino 5.6% Pacific Islanders 11.1% American Indian 4.3% Foster Youth 25.0%		24-25 Semester 1 5.9% English Learners 3.2% Students with Disabilities 9.4% Socioeconomically Disadvantaged 6.7% African American 6.8% Hispanic 3.7% White 3.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.3	High School Dropout Rate Source: SARC	2023 21.9% English Learners 47.8% Student with Disabilities 33.3% Socioeconomically Disadvantaged 22.8% Homeless 40.9% African American 29.5% Hispanic 23.4% White 22.7%	2024 14.4% English Learners 9.7% Student with Disabilities 29.3% Socioeconomically Disadvantaged 14.9% Homeless 30.8% African American 18.4% Hispanic 15.0% White 10.2%		See Year 1 Outcomes	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Compass The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	Yes	Ongoing Implementation	Fall 2024-25 83% of students exited onboarding support successfully within 2 weeks 94% (Students started the first day of school) 83% (Q1 late start) 79% (Q2 late start) Students who completed Service Level 1 & 2 with an Engagement Coach:	Short-term outreach to families/students to offer support with basic troubleshooting, help with school navigation, scheduling, enrollment requirements, or completion of onboarding requirements. Fall: 159% Year Over Year growth 96% on-time completion of outreach to assigned students/families	\$840,085.65	\$354116

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Increase in daily attendance Level 1 5% Level 2 14% Reduction in Non-Compliance Letter #2 in the previous month Level 1 19% Level 2 48% Students assigned to support completed the support term Level 1 64% Level 2 41% Average improvement in students expressing "I know how to attend school daily and what to do if I miss a day of school." Level 1 10% Level 2 10% Students agree that during Compass they "learned skills to help me be more successful in school." Level 1 97% Level 2 97%			
4.2	Attendance Intervention For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic	N/A		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	commitments for those students in their class needing additional support to attend and engage in their schoolwork.			Absenteeism Rate			

Goal 5

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Graduation Rate Source: Dashboard	2023 77.2% Student with Disabilities* 67.3% Socioeconomically Disadvantaged 77.2% African American 71.0% Hispanic 76.7% White 74.0% *Red on Dashboard	2024 84.3% English Learners 90.6% Long-Term English Learners 86.4% Student with Disabilities 70.1% Socioeconomically Disadvantaged 84.0% Homeless 71.4% African American 80.8% Hispanic 84.6% White 87.9% Asian 80.0% Two or Races 81.0%		See Year 1 Outcome	
5.2	High School Course Pass Rate Source: Internal	2023 82.7% English Learners 72.4% Student with Disabilities 71.7% Socioeconomically Disadvantaged 81.2% African American 74.0% Hispanic 70.0% White 71.2%	2024 81.9% English Learners 70.5% Student with Disabilities 70.0% Socioeconomically Disadvantaged 80.3% African American 81.8% Hispanic 79.8% White 81.4%		2024-2025 Semester 1 84.3% English Learners 80.8% Students with Disabilities 73.6% Socioeconomically Disadvantaged 84.4% African American 86.5% Hispanic 83.7% White 91.3%	
5.3	Credit Sufficiency	2023 66.8%	2024 62.3%		24-25 Semester 1 88.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% of students who are credit sufficient Source: Internal	English Learners 42.1% Student with Disabilities 47.5% Socioeconomically Disadvantaged 63.9% African American 43.3% Hispanic 64.7% White 70.1%	English Learners 39.2% Student with Disabilities 43.2% Socioeconomically Disadvantaged 57.8% African American 61.4% Hispanic 59.1% White 62.6%		English Learners 83.5% Students with Disabilities 77.1% Socioeconomically Disadvantaged 88.5% African American 87.4% Hispanic 88.6% White 91.1%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 16.5% English Learners 20.0% Long-term English Learners n/a Student with Disabilities 11.5% Socioeconomically Disadvantaged 14.4% Homeless 13.0% African American 19.4% Hispanic 17.8% White 8.0%	2024 18.3% English Learners 9.4% Long-term English Learners 4.5% Student with Disabilities 5.2% Socioeconomically Disadvantaged 18.9% Homeless 10.7% African American 11.5% Hispanic 19.0% White 19.8%		See Year 1 Outcome	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Transcript Evaluation Service Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	Yes	Ongoing Implementation	N/A	ValidateMe! is used to evaluate transcripts from other countries.	\$3,713.21	\$1836

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.2	Guidance Program The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	Yes	Ongoing Implementation	17% of students who were credit deficient in quarter 1 are now credit sufficient. See additional credit sufficiency data above in Mid-Year Outcome Data. See semester 1 pass rates above in Mid-Year Outcome Data	96% of students completed a conference with their Counselor during quarter 2 (highest ever rate). 96% of students have a post high school plan documented to help with course scheduling and graduation planning 81% of students have viewed their graduation plan during semester 1 Grad rate tracker set up to help monitor rate for more than just actively enrolled students. Graduates and dropouts included to give a better prediction of end of year grad rate and allow staff to follow up on students listed as dropouts in CALPADS who may have enrolled in a private school or moved out of state.	\$828,736.03	\$388124
5.3	Math/ELA Intervention Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	Yes	Ongoing Implementation	Math pass rates overall 70.7% Math pass rate for core math course for students enrolled in Math Lab I 58.5%	N/A	\$339,418.56	\$76956

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Math pass rate for core math course for students active in Math Lab I 74.3% 38% of students were actively engaged in Literacy Lab 25.9% of engaged students increased their STAR Scaled scores from Beginning of the Year (BOY) to Middle of Year (MOY) by 5% or more.			
5.4	A-G Completion Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	No	Ongoing Implementation	N/A	Increase in A-G completion from 2023 to 2024 of 2.1%. Also, increases in the Socioeconomically Disadvantaged student groups of 4.5%.	\$146,361.88	\$71390

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	80843442	N/A
LCFF Supplemental/Concentration Grants	16729763	2762876

APPROVED

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: Local Control Accountability Plan

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

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

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

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

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Krista Mount
Director of Categorical Programs

Francis "Paco" Burke
Chief Business Official

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X					
Stephanie Hansen-Sturm	X				X	
Dezi Waterhouse	X					X
Contrina Fields	X					

Summary of LCAP Updates

Revised Goal 1, Action 4

Moved the Improved Services to Goal 1, Action 7. Updated the description to the following.

The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas

Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions.

The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.

Added Goal 1, Action 7

Removed the Improved Services Percentage from Goal 1, Action 4 so Action 7 is now only an improved service. The following is the new description.

In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA).

Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills.

High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.

Revised Goal 3, Action 2

Changed the Improved Services Percentage to a dollar amount.

Revised the following section, Required Descriptions: Limited Actions

Added Goal 1, Action 7

Action: Instructional Intervention

Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium).

Scope: Limited to Unduplicated Student Group(s)

How the Action(s) are Designed to Address Need(s): The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.

Metric(s) to Monitor Effectiveness: Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

Added the following to the description at the end of the section.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to \$2,726,290. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total

Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to \$2,685,686. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

LCFF Supplemental and Concentration Financial Report 2024-2025

Summary of changes from Board Approved LCAP Budget (Approved June 2024)

February 2025 Board Update

	Board Approved 2024-25 LCAP Budget	Revised 2024-25 LCAP Budget Update	Increase (Decrease)
S&C Funding	Los Angeles	Los Angeles	Los Angeles
FY25 S&C Funding	\$ 16,729,763	\$ 15,905,731	\$ (824,032)
FY24 Carryover %	5%	1%	-3%
FY24 Carryover \$\$	\$ 2,959,757	\$ 802,964	\$ (2,156,793)
Total FY25 S&C Funding	\$ 19,689,520	\$ 16,708,695	\$ (2,980,825)
MPP% (Minimum Proportionality Percentage)	31%	27%	-3%
S&C Expenditures	Los Angeles	Los Angeles	Los Angeles
Training	\$ 28,223	\$ 55,720	\$ 27,497
Instructional Coaches	\$ 1,434,577	\$ 1,402,193	\$ (32,383)
EL Support	\$ 925,366	\$ 870,379	\$ (54,987)
Instructional Support (Intervention)	\$ 65,793	\$ 107,547	\$ 41,754
CTE - Career Prep Academy	\$ 923,632	\$ 1,001,502	\$ 77,870
Summer School	\$ -	\$ 6,806	\$ 6,806
ELD Services	\$ 31,088	\$ 40,306	\$ 9,218
Engagement	\$ 152,531	\$ 164,862	\$ 12,331
SEL, Prevention, Postvention	\$ -	\$ -	\$ -
Student ISP	\$ 712,181	\$ 686,108	\$ (26,073)
Teacher Salary Increase	\$ 814,430	\$ 5,689,203	\$ 4,874,773
Accountability (incl Student Information System)	\$ 791,982	\$ 782,421	\$ (9,562)
Curriculum Specialists	\$ 517,995	\$ 490,198	\$ (27,797)
New Teacher Training	\$ 139,894	\$ 238,965	\$ 99,071
COMPASS	\$ 356,095	\$ 318,018	\$ (38,077)
Transcript Evaluation Service	\$ 2,052	\$ 3,713	\$ 1,661
Guidance Counselor	\$ 511,053	\$ 579,496	\$ 68,443
Math/ELA Intervention	\$ 146,617	\$ 100,404	\$ (46,213)
Total S&C Expenditures	\$ 7,553,509	\$ 12,537,841	\$ 4,984,332
Total S&C Improve Services	12%	20.6%	8.8%
S&C Improved Services	LA	LA	LA
1) Time GE teachers spend on Interventions (Tier 2 & 3)	\$ 2,147,821	\$ 2,726,290	\$ 578,469
2) Time GE teachers spend monitoring & supporting	\$ 1,878,818	\$ 2,685,686	\$ 806,868
3) Time Leads devote to Teacher Support	\$ 245,844	\$ -	\$ (245,844)
4) Time Leads devote to Attendance & Engagement	\$ 239,368	\$ -	\$ (239,368)
5) Teacher Salary Increase above Merit (FY23-FY25)	\$ 4,829,134	\$ -	\$ (4,829,134)
TOTAL Percentage Spent to Improve Services	15%	9%	-6%
S&C Estimated to Incr & Improve Services	26.35%	29.44%	3.09%
FY25 Carryover %	4.36%	0.00%	-4.36%
FY25 Carryover \$\$	\$ 2,795,025	\$ -	\$ (2,795,025)



CALIFORNIA
VIRTUAL
ACADEMIES™

POWERED BY STRIDE K12

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Los Angeles

CDS Code: 19650940112706

School Year: 2024-25

LEA contact information:

Krista Mount

Director of Categorical Programs

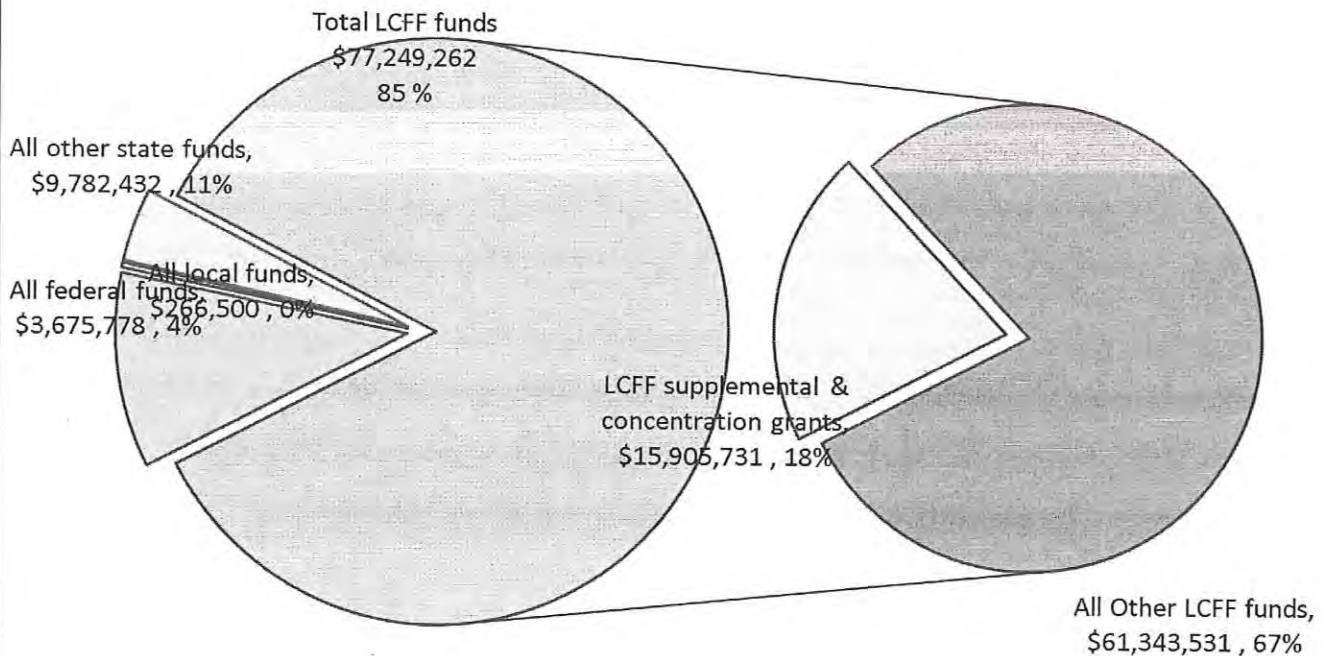
kmount@caliva.org

805-581-0202

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

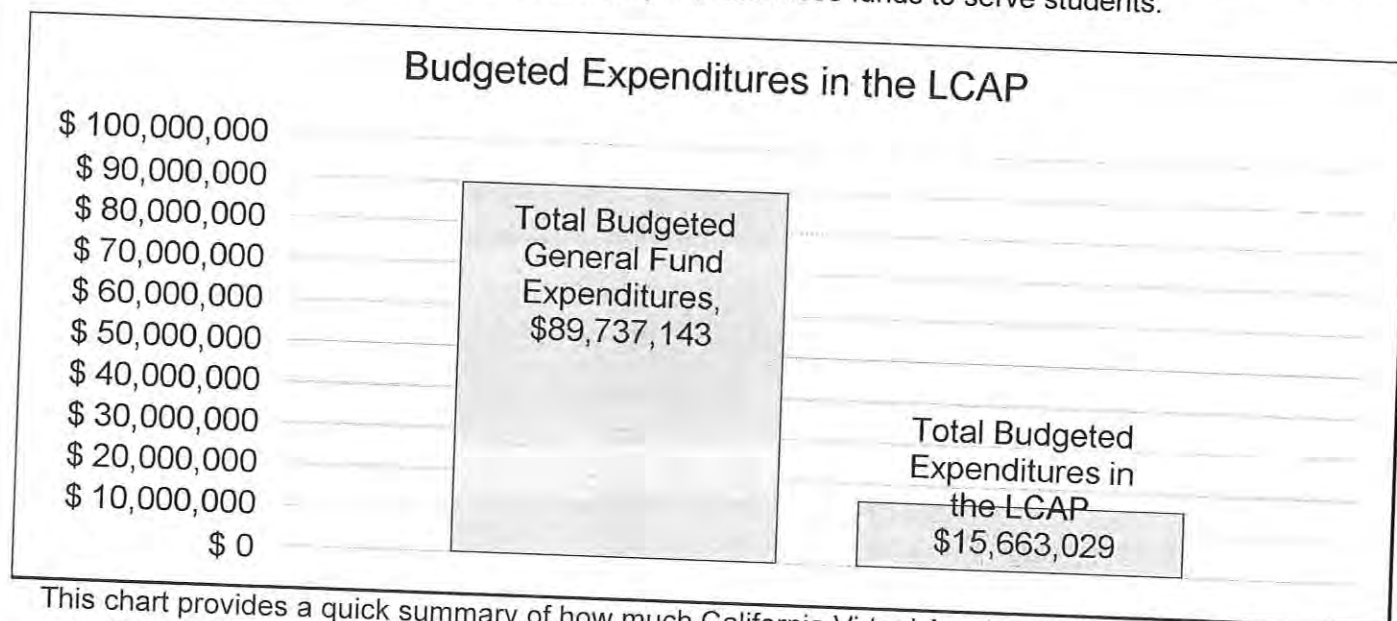


This chart shows the total general purpose revenue California Virtual Academy at Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Los Angeles is \$90,973,972, of which \$77,249,262 is Local Control Funding Formula (LCFF), \$9,782,432 is other state funds, \$266,500 is local funds, and \$3,675,778 is federal funds. Of the \$77,249,262 in LCFF Funds, \$15,905,731 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 Los Angeles plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at Los Angeles plans to spend \$89,737,143 for the 2024-25 school year. Of that amount, \$15,663,029 is tied to actions/services in the LCAP and \$74,074,114 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

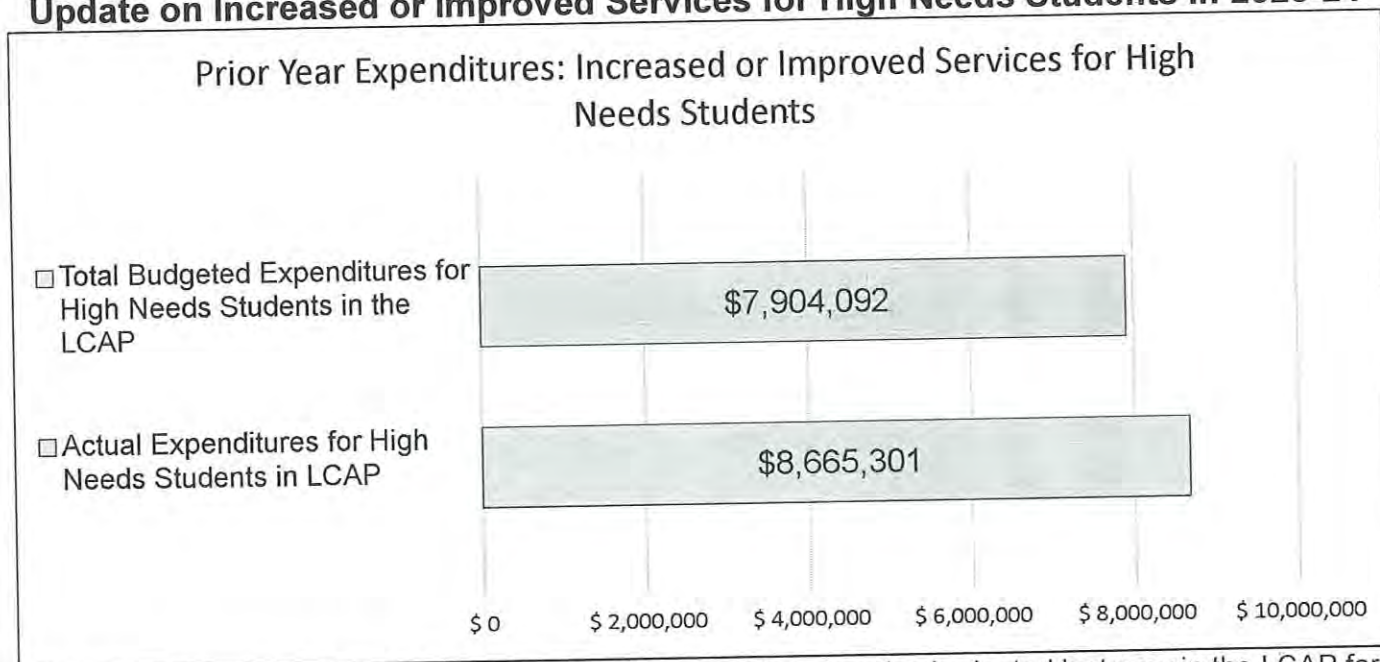
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Virtual Academy at Los Angeles is projecting it will receive \$15,905,731 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Los Angeles plans to spend \$12,537,841 towards meeting this requirement, as described in the LCAP.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, California Virtual Academy at Los Angeles's LCAP budgeted \$7,904,092 for planned actions to increase or improve services for high needs students. California Virtual Academy at Los Angeles actually spent \$8,665,301 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$761,209 had the following impact on California Virtual Academy at Los Angeles's ability to increase or improve services for high needs students:

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

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

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



POWERED BY STRIDE K12

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Smarter Balanced Summative Assessments ELA & Math Meet or Exceeded Standard Grade 3-8, 11 Source: Dataquest	ELA 42.5% Math 15.5%	ELA 44.2% Increase 1.7% since 2019 English Learners 12.8% Students with Disabilities 18.7% African American 31.6% Socioeconomic Disadvantaged 38.1% Hispanic 42.1% White 52.3 %	ELA 40.5% Decrease of 3.7% English Learners 14.6% Students with Disabilities 16.1% Socioeconomically Disadvantaged 35.3% Homeless 32.5% African American 29.2% Hispanic 38.4% White 47.8% Asian 66.0% Two or More Races 53.2% Filipino 60.6%	ELA 38.5% Decreased 2% English Learners 16.0% Student with Disabilities 13.5% Socioeconomically Disadvantaged 35.2% Homeless 35.1% African American 28.2% Hispanic 38.3% White 45.2% Asian 53.8% Two or More Races 50.8% Filipino 59.7% Math 22.2% Decreased 3.7%	Increase 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Star360 Proficient & Advanced (at grade level) Math 40.2% English Learners 19.1% Student with Disabilities 26.0% African American 30.2% Socioeconomic Disadvantaged 34.5% Hispanic 39.5% White 44.9% Reading 34.4% English Learners 16.2% African American 25.1% Socioeconomic Disadvantaged 31.5% Hispanic 33.7% White 42.6%	English Learners 8.3% Students with Disabilities 14.3% African American 13.2% Socioeconomic Disadvantaged 20.6% Hispanic 24% White 37.9% 2021 Star360 Proficient & Advanced (at grade level) Reading 32.7% English Learners 10.9% Student with Disabilities 15.3 % African American 20.9% Socioeconomic Disadvantaged 28.1% Hispanic 29.6% White 44.6% Math 36.5% English Learners 14.7%	English Learners 10.4% Students with Disabilities 10.9% Socioeconomically Disadvantaged 21.8% Homeless 15.0% African American 15.4% Hispanic 22.9% White 34.7% Asian 56.7% Two or More Races 35.8% Filipino 71.8%	English Learners 13.6% Student with Disabilities 9.7% Socioeconomically Disadvantaged 19.9% Homeless 26.7% African American 12.7% Hispanic 20.9% White 29.7% Asian 49.1% Two or More Races 25.4% Filipino 46.8%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		Student with Disabilities 17.1 % African American 20.6% Socioeconomic Disadvantaged 31.5 % Hispanic 34 % White 46.1%			
English Learner Progress (% of English Learner who made progress toward English Proficiency measured by ELPAC) Source: Dashboard	n/a	n/a	2022 46.3%	2023 50% Increased 3.7%	Increase 10%
	2020 Star360 Proficient & Advanced (at grade level)	2020 Star360 Proficient & Advanced (at grade level)			
	Grades 1-2 Reading 44.3% (all students) English Learners 28.6%	Grades 1-2 Reading 54.1% (all students) English Learners 40.9%			
	Grade 2 Math 74% (all students) English Learners 71.4%	Grade 2 Math 53.8% (all students) English Learners 46.2%			
	Grade 3-8, 11 Reading 34.4% (all students) English Learners 16.2%	Grade 3-8, 11 Reading 32.7% (all students) English Learners 10.9%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math 40.2% (all students) English Learners 19.1%	Math 36.5% (all students) English Learners 14.7%			
EL Reclassification Rate Source: Dataquest	53% maintained	30.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during “distance-learning” resulting from the COVID-19 pandemic.	Data not available yet	Data not available yet	70%
College/Career Readiness (% Prepared)	15.5% Increase of 3.1%	N/A 2021	N/A	2023 23.1% Increased 7.6%	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Dashboard	EL - 0% Students with Disabilities - 0% Hispanic - 12.6% African American - 13.3% Socioeconomic Disadvantaged - 13.8% White - 19.4%	Completed a-g Requirements - 21% % of Students who Scored a 3+ on Advanced Placement Exams – 2% % of Students Completing One Semester of College Credit Courses - 6% % of Students Completing Two Semester of College Credit Courses - 4%	Completed a-g Requirements - 29.4%	English Learners 13.0% Student with Disabilities 8.3% Socioeconomically Disadvantaged 21.6% Homeless 13.6% African American 19.7% Hispanic 21.9% White 24.7%	
% of Students at/above grade level on Star360 Reading Math Source: Internal Data	Reading Grades 1-2 44.3% EL 28.6% Socioeconomic Disadvantaged 43.2% Hispanic 43.2% African American 44.9% White 45.8% Math Grade 2 74%	Reading Grades 1-2 54.1% Students with Disabilities 40% African American 40.7% English Learners 40.9% Socioeconomic Disadvantaged 47 % Hispanic 50 % White 64.4% Math Grade 2	Reading Grades 1-2 55.2% Increase of 1.1% English Learners 43.5% Students with Disabilities 32.8% Socioeconomically Disadvantaged 50.4% African American 47.9% Hispanic 54.6% White 55.5%	Reading Grades 1-2 25.2% Decreased 2.8% English Learners 5.0% Student with Disabilities 11.6% Socioeconomically Disadvantaged 21.3% African American 20.0% Hispanic 22.0% White 26.8%	Increase 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 71.4% Socioeconomic Disadvantaged 69.2% Hispanic 75% African American 63.4% White 78.6%	53.8% Students with Disabilities 32% African American 35% English Learners 46.2% Socioeconomic Disadvantaged 49.8% Hispanic 56.6% White 60.7%	Math Grade 2 51.4% Decrease of 2.4% English Learners 36.4% Students with Disabilities 23.1% Socioeconomically Disadvantaged 46.2% African American 33.0% Hispanic 52.3% White 55.5%	Math Grade 2 31.4% Decreased 3.2% English Learners 17.6% Student with Disabilities 13.4% Socioeconomically Disadvantaged 28.1% African American 22.3% Hispanic 28.8% White 33.5%	
English Language Proficiency for Summative ELPAC Level 4 (Well Developed) Source: Dataquest	2019 9.1% Proficient	2021 20.2% Proficient Increased 11.1%	2022 18.2% Proficient Decrease of 2%	2023 20.6% Proficient Increased 2.4%	Increase 5%
California Science Test (CAST) Met or Exceeded Standard Source: Dataquest	2021 26.7% English Learners - 0% Student with Disabilities - 6.2% African American - 11% Low income - 23.6% Hispanic 25%	N/A 2021 was the first-year results were reported.	2022 25.8% Decrease of 0.9% English Learners 8.6% Student with Disabilities 9.6% Socioeconomically Disadvantaged 21.3%	2023 22.7% Decreased 3.1% English Learners 5.8% Student with Disabilities 6.5% Socioeconomically Disadvantaged 19.5%	Increase 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 34.7%		African American 16.2% Hispanic 23.8% White 32.4%	Homeless 24.1% African American 14.9% Hispanic 20.3% White 31.3%	

Goal Analysis

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

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

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

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

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

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

Special Education (SPED) staff have focused their professional development on strengthening connections between staff and families, cross-department collaboration between general education and SPED staff regarding shared students and Guaranteed and Viable Curriculum (GVC) standards for all, maintaining compliance with state and federal law to meet the needs of students in special education, and using data to design, deliver, and assess the instruction to meet the needs of diverse learners.

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

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

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

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

Summer School (Action 7): Two programs have been offered to elementary students during the summer to extend their academic and social-emotional learning: Camp CAVA is open to all current students in grades K-4 who are identified as Tier 2 or Tier 3 in reading or Math based on our middle-of-the-year assessments, and Jumpstart! is open to new students in grades TK-5 for early access to the introductory sessions

and learning courses. The middle school's Summer Bridge Program is targeted to rising 6th, 7th, and 8th grade students to prepare students for the next grade level by addressing necessary foundational skills and frontloading upcoming Math and ELA standards instruction. High school students have continued to have summer opportunities to learn during the summer through Credit recovery courses for credit deficiency, as well as standard courses in science, history, health, fine arts, math, English, and CTE pathways to allow for the acceleration of students' path to high school graduation or the repetition of courses to recover A-G requirements.

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

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

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

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

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

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

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

All students are 31.9 points below standard on CAASPP ELA and maintained from the previous year. The student group of socioeconomically disadvantaged are 41.1 points below standard on CAASPP ELA and maintained points from the previous year. This student group is also below the state average. The student group of socioeconomically disadvantaged also maintained points in math (82.4 point below standard. The student group of homeless increased 38 points from the previous year in math. Their score, 75.6 points below standard is below the state average of 101.3 points below. The percentage of English learners making progress towards English language proficiency increased 3.8% to 50% which is above the state average. The College/Career readiness indicator increased 7.6% since the last time it was calculated in 2020.

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

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

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

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

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

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

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

ELA

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

Math:

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

Jumpstart K-2

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

ELA Summer Reading Assessment

3rd: 59% of students who completed both assessments showed an increase.
4th: 65% of students who completed both assessments showed an increase.

Math

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

Jumpstart 3-5

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

Summer Middle School Data

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

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

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

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

For all English Learners, the school has implemented a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. The school has used feedback provided by all educational partners and EL achievement data to determine staff professional development annually. The school has offered professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. As a result of these efforts, 19% of English learners scored a Level 4/Well-Developed on the 2022-2023 Summative ELPAC, exceeding the 16.5% statewide average. In addition, ELs in grades K-8 had a considerably lower chronic absenteeism rate, 10.8% than ELs across the state at 24.3%, and ELs in grades 9-12 had a significantly lower chronic absenteeism rate, 23.3% than ELs across the state at 26.2%.

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

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

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

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

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

Intervention support will continue in each grade level. In Tk-2, we will have a reading instructional focus on the Science of Reading. Middle School will continue the Professional Learning Teams and include intensive instruction within the teams, based on the MTSS format. The 3rd-5th and Middle School Department will focus professional development around high-performing teams which focuses on the ongoing cycle of inquiry or student data based on standards and skills. For Middle School 8th grade, a campus will be created that will have teachers credentialed with single subject/supplemental credentials. Instruction will be delivered by highly qualified and trained teachers in math, ELA, science, and history.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement	Met	Met	Met	Met	Met
Suspension Rate	0%	0%	0%	0%	0%
Expulsion Rate	0%	0%	0%	0%	0%
Local Climate Survey	Met	Met	Met	Met	Met

Goal Analysis

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

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

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

The update of the schoolwide and Compass websites improved the delivery of information to parents and students, facilitating a better understanding of school policies and procedures and helping more families meet attendance requirements and stay on track with daily schooling. Both websites and ParentSquare have Spanish translation toggle to ensure access to information for English Learners (EL). The Compass website includes an Arabic translation toggle on the site. In addition, the Compass team offers resources and support to Spanish-speaking families to foster engagement and connection, beginning at the time of enrollment.

The school has added bilingual engagement staff for Limited English Proficient (LEP) families to provide support throughout the calendar year, including translation and interpretation support. Additionally, schoolwide forms and documents have been translated into Spanish. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. For LEP families who speak a language other than English or Spanish to access school information, resources are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time.

The Localist Platform improved the family experience in accessing event information and streamlined the registration process for easier access to school outings, parent meetings, and other school events, and requires a log-in process to provide an additional level of security to access event location and information. The expansion of the Talking Points platform, which provides a streamlined texting experience for families, enabled 100% of newly enrolled families to access support from and to communicate with an Onboarding Coach via text in the language of the family's choice. Over 50% of families being served by Compass have used this platform to communicate in the 23-24 SY. (2.3)

The Compass Social Support Coordinators and Counseling Specialists provided targeted support to students and families facing social-emotional challenges by connecting them to community resources, the Care Solace platform, and coaching and support to help students develop emotional management and coping techniques. The actions provided by the Compass Team have fostered a positive school climate, which also resulted in a low suspension and expulsion rate.

A second Community Coordinator position was added. Community Coordinators facilitated and developed local school initiatives, including clubs, in-person and virtual outings, in-person celebration events, school picture days, and activities to recognize and support student achievement, and hosted bi-monthly parent/learning coach support sessions, which led to connection and engagement for students and families. The school provided service-oriented projects, outings, and connection opportunities for students and families, including the addition of in-person events throughout the school year. (2.3)

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

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

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

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

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

Actions included in the goal positively impacted the Parent Engagement and Local Climate Survey measures.

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic (Teachers, Instructional Materials, Facilities) Source: Dashboard	Met	Met	Met	Met	Met
Implementation of State Standards Source: Dashboard	Met	Met	Met	Met	Met
% of pupils with access to and enrolled in a broad course of study Source: SARC	100%	100%	100%	100%	100%
% of English language learners with access to appropriate ELD support	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SARC					
% of students with access to targeted support programs	100%	100%	100%	100%	100%
Source: SARC					
% of Fully Credentialed and Appropriately Assigned Teachers	100%	96.6%	95.9%	95.2%	100%
Source: SARC					

Goal Analysis

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

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

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

95.2% of staff are fully credentialed and all teachers are appropriately assigned.

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

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

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

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

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

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

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

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

health support through CareSolace, FAFSA and college application support, and prioritized access to engagement support from the school Engagement Coaches and Social Support Coordinators.

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate Source: Dashboard	2019 26.8% Increase of 1.1% English Learner - 17.7% Socioeconomic Disadvantaged - 30% Students With Disabilities - 29.2% African American - 37.5% Hispanic - 19.7% White - 27.4%	2021 10.4% Decrease of 16.4% from 2019 English Learners 11.8% Students with Disabilities 11.2% Socioeconomically Disadvantaged 12.0% Homeless 27.3% African American 15.5% Hispanic 10.6% White 7.5% Asian 3.8% Two or More Races 8.0% Filipino 1.1% Pacific Islanders 18.8% American Indian 14%	2022 7.9% Decrease of 2.5% English Learners 6.8% Students with Disabilities 10.2% Socioeconomically Disadvantaged 9.4% Homeless 21.4% African American 9.2% Hispanic 8.8% White 6.5% Asian 1.9% Two or More Races 2.9% Filipino 0.8% Pacific Islanders 11.8% American Indian 2.60%	2023 All 9.3% Increased 1.45 English Learners 7.6% Student with Disabilities 10.6% Socioeconomically Disadvantaged 10.9% Homeless 16.7% African American 13.0% Hispanic 8.6% White 8.9% Asian 3.0% Two or More Races 4.9% Filipino 4.3% Pacific Islanders 12.5% American Indian 5.1%	10% in all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate Source: Internal Data (OLS)	94.1% Increase of 2%	96.3% Increase of 2.2%	89.9% Decrease of 6.4%	96.9% Increased 7%	98%
High School Drop Out Rate Source: SARC	2020 17.0%	2021 17.8% Increased 0.8%	2022 15.6% Decrease of 2.2%	2023 21.9% Increased 6.3%	10%

Goal Analysis

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

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

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

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

In addition to the Compass team providing training, resources, and support to families that create understanding and support student engagement and attendance in a virtual school, the Attendance Advocate team actively monitors and tracks engagement and attendance.

The Attendance Advocate team plays a pivotal role in actively monitoring and tracking engagement and student attendance data using the student information system. They diligently follow up on attendance discrepancies, generating reports to guide targeted interventions for students needing additional support. This includes daily outreach via phone, text, and email to families experiencing engagement challenges, along with providing guidance and support to teachers and staff. They host weekly office hours in both English and Spanish to support all parents in successfully getting their students to school. School Pathways serves as the central hub for attendance reporting, enabling efficient identification of students requiring additional attention. Moreover, ELD Specialists actively reach out to parents and learning coaches in their primary language regarding attendance matters, utilizing translation services and bilingual staff to ensure effective communication. (4.2)

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

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

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

Finance

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle. The chronic absenteeism rate is below the state average. The school's attendance rate shows an increase from last year and a trend in the high 90%.

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

The school saw a decrease in the percentage of students with missing attendance and the percentage of No Contact letters being sent to students who completed support with a Compass Engagement Coach. This is attributed to the actions outlined in goal/action 4.1, which includes the Compass staff providing weekly coaching and support to students identified by data as having low engagement or referred by teachers/staff or parents and needing additional support.

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

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

Action 2, Attendance Intervention is demonstrating effectiveness through the Chronic Absenteeism Rate of all students being 9.3% when the state average is 24.3%.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation Rate Source: Dashboard	2020 74.2% Increase of 7.9% English Learners - 37.5% White - 71.4% Socioeconomic Disadvantaged - 73.6% Hispanic - 76.3% African American - 76.6% Students With Disabilities - 80.6%	2021 79.7% Increase 5.5% English Learners - 45.5% Students With Disabilities - 72.2% Homeless 73.3% Asian 76.9% African American - 77.8% Socioeconomic Disadvantaged - 78.5% White - 78.8% Filipino 81.8% Hispanic - 83.3%	2022 78.7% Decrease 1% English Learners - 64.5% Students with Disabilities - 68.1% Socioeconomically Disadvantaged - 78.0% Homeless - 69.2% African American - 93.1% Hispanic - 75.2% White - 77.6%	2023 77.2% Decreased 1.55 English Learners 56.0% Student with Disabilities 67.3% Socioeconomically Disadvantaged 77.2% Homeless 60.9% African American 71.0% Hispanic 76.7% White 74.0%	80%
High School Course Pass Rate Source: Internal Data (OLS)	2020 86.4% Increase of 3.6%	2021 82.2% Decreased 4.2%	2022 80.4% Decreased 1.8%	2023 82.7% Increased 2.3%	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Credit Sufficiency % of students who are credit sufficient Source: Internal Data (SIS)	Fall 2021 65.9% English Learners 44% Students With Disabilities 51.5% African American 61.7% Socioeconomic Disadvantaged 65%	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%	2023 66.8% Decreased 13.6% English Learners 42.1% Student with Disabilities 47.5% Socioeconomically Disadvantaged 63.9% African American 43.3% Hispanic 64.7% White 70.1%	85%
A-G Completion Rate	2020 10.3% English Learners - 0.0% Students with Disabilities - 3.8% Socioeconomically Disadvantaged - 7.1% African American - 8.8% Hispanic - 8.2% White - 9.0%	2021 21% Increased 0.1% English Learners - 0.0% Students with Disabilities - 6.9% Socioeconomically Disadvantaged - 15.5% African American - 17.6% Hispanic - 17.4% White - 24.7%	2022 29.4% Increased 8.4% English Learners - 21.1% Students with Disabilities - 0.0% Socioeconomically Disadvantaged - 27.6% African American - 30.2% Hispanic - 28.0% White - 28.0%	2023 16.5% Decreased 12.9% English Learners 20.0% Student with Disabilities 11.5% Socioeconomically Disadvantaged 14.4% Homeless 13.0% African American 19.4% Hispanic 17.8% White 8.0%	35%

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

Our overall graduation rate declined slightly (1.4%) from the 2021-2022 school year. The student group of socioeconomically disadvantaged maintained. There was an artificial boost in grad rate from 2021-2022 due to AB 104 (Pandemic) grads who opted into state minimum course requirements (reduced credit model) to earn a diploma. The high school course pass rate increased 2.3% to 82.7%. The student group of socioeconomically disadvantaged course pass rate was 81.2%, only 1.5% below all students.

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

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

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

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

California Department of Education
November 2023



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Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

Student Demographics (Fall 2023)
7.9% English Learners (Number of students 73)
0.21% Foster Youth (Number of students 12)
2.8% Homeless Youth (Number of students 11)
0.0% Migrant Education (Number of students 0)
14.0% Students with Disabilities (Number of students 86)
75.6% Socioeconomically Disadvantaged (Number of students 422)
76.9% Unduplicated Students (Number of students 426)

Total Enrollment 5,700

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

Collective Commitments

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

Reflections: Annual Performance

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

The ELA CASSPP result was maintained and is 31.9 points before standard. The state average is 13.6 points below the standard. The student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The math CASSPP result declined 3.1 points and is 74.3 points before the standard. The state average is 49.1 points below the standard. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Students with Disabilities are 109.6 below standard in ELA and 143 below in math and indicated in Red on the Dashboard. English learners (EL) increased in English language proficiency by 3.7% to 50%, however, EL decreased in both ELA and math (red on the Dashboard). The College & Career Indicator, 23.1%, is below the state average of 43.9%. Students with disabilities (8.3%) are indicated as Very Low on the Dashboard.

The Chronic Absenteeism rate increased slightly (1.4%) to 9.3% which is far below the state average of 24.3%. The student group of socioeconomically disadvantaged (10.9%) is higher than all students, 9.3%. The group of African American 13%, is also higher and indicated as Red on the Dashboard. The student group of Homeless declined by 4.8%. The graduation rate decreased 1.4% to 77.2% which is below the state average of 86.4%. Students with Disabilities (67.3%) maintained but is still indicated in Red on the Dashboard. The student group of Hispanics increased 1.5% to 76.7%.

Student group with the lowest performance level on one or more indicators on the 2023 Dashboard.
Students with Disabilities: CAASPP ELA & Math, College/Career Indicator, and Graduation Rate
English Learners: CAASPP ELA & Math
African American: Chronic Absenteeism Rate

Reflections: Technical Assistance

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

The school is in Differentiated Assistance for the student group of Students with Disabilities.

One of the actions our special education team is working on is aligning IEP goals to essential standards at the current grade level in Math and ELA when appropriate. This ensures students are receiving additional time and support in standards that have been identified as being integral for a student to understand as they progress from grade to grade. Through this work students receive T1 instruction from their GE teacher and additional instruction and practice as students work on their IEP goals with their teacher. We anticipate the work and training in this area to improve both our Math and ELA proficiency and growth data next year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and evaluating effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was developed because the CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Students with Disabilities are 109.6 below standard in ELA and 143 below in math, red on the Dashboard. 77% of students with disabilities are also socioeconomically disadvantaged.

English learners (EL) increased in English language proficiency by 3.7% to 50%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students.

The percentage of students completing a CTE pathway, 3.1%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 3%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 23.1%, which is below the state average of 43.9%.

Action 1.4, Instructional Support, was developed to address the Red indicators for the student groups of English learners and Students with Disabilities. English learners are also specifically addressed in 1.3. Action 1.5 was developed to address the Red indicator for student with disabilities. This goal will also support all students working below standard.

Red Dashboard Indicators
CAASPP ELA & Math: English Learner & Student with Disabilities
College/Career Indicator (CCI): Students with Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 31.9 below standard English Learners* 79.5 below Student with Disabilities* 109.6 below Socioeconomically Disadvantaged 41.1 below Homeless 54 below African American 63.2 below Hispanic 30.7 below White 14.7 below Asian 9.8 above Two or Races 16.9 below Filipino 27.2 above *Red on Dashboard	2024.0 40.2 below standard English Learners 72.3 below Long-Term English Learners 88.0 below Student with Disabilities 109.2 below Socioeconomically Disadvantaged 52 below Homeless 36.6 below African American 77.3 below Hispanic 38.5 below White 20.6 below Asian 31.4 above Two or Races 50.5 below Filipino 47.4 above		13 below standard	
1.2	Math Grades 3-8, 11 Points from Standard	2023 74.3 below standard English Learners* 101.6 below Student with Disabilities* 143 below Socioeconomically Disadvantaged 82.4 below	2024.0 71.2 below standard English Learners 91.6 below Long-Term English Learners 136.4 below		50 below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 75.6 below African American 98.4 below Hispanic 78.4 below White 55.4 below Asian 21.6 below Two or Races 57.4 below Filipino 8 below *Red on Dashboard	Student with Disabilities 80.9 below Socioeconomically Disadvantaged 133.1 below Homeless 65.5 below African American 104 below Hispanic 71.9 below White 47.6 below Asian 0.2 above Two or Races 76.9 below Filipino 11.7 above			
1.3	CA Science Test Source: Dataquest	2023 2.7% English Learners 5.8% Student with Disabilities 6.5% Socioeconomically Disadvantaged 19.5% Homeless 24.1% African American 14.9% Hispanic 20.3% White 31.3%	All 25.1% English Learners 6.9% Long-Term English Learners 8.6% Student with Disabilities 10.4% Socioeconomically Disadvantaged 21.8% Homeless 32.4% African American 12.8% Hispanic 24.3% White 36.5%		25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 23.1% Student with Disabilities* 8.3% Socioeconomically Disadvantaged 21.6% African American 19.7% Hispanic 21.9% White 24.7% *Red on Dashboard	All 26.4% English Learners 12.9% Long-Term English Learners 4.8% Student with Disabilities 6.7% Socioeconomically Disadvantaged 25.2% Homeless 23.1% African American 17.1% Hispanic 25.4% White 29.5%		40%	
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 16.50% CTE Pathway Completion 3.10% CTE SED Only 3.00% Both CTE & a-g Completion 1.20% Passage of AP Exam 1.80% Early Assessment Program (EAP) 29.10%	2024 a-g Completion 18.30% CTE Pathway Completion 5.10% CTE SED Only 4.90% Both CTE & a-g Completion 3.60% Passage of AP Exam 0.90% Early Assessment Program (EAP) 33.80%		a-g: 25% CTE: 25%	
1.6	English Learner Progress	2023 50.0%	2024 38.5%		70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% making progress towards English language proficiency Source: Dashboard		Long-Term English Learners 41.0%			
1.7	English Learner Reclassification Rate Reclassified from English Learner to Fluent English Proficient Source: Dataquest	2023 8.8%	2024 8.6%		20%	
1.8	Reading/ELA TK Early Literacy (ESGI) K/1st Early Literacy Star360 2nd Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K 57.8% 1st 55.4% 2nd 43.6%	2024 K 68.6% 1st 52.1% 2nd 39.0%		60%	
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K-2 59.1%	2024 K-2 31.5%		60%	
1.10	Reading Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year	2023 46.7% English Learners 37.4% Student with Disabilities 44.9%	2024 45.3%		60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	Socioeconomically Disadvantaged 45.7% African American 44.5% Hispanic 47.2% White 47.0%				
1.11	Math Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 48.85% English Learners 47.39% Student with Disabilities 40.59% Socioeconomically Disadvantaged 47.94% African American 44.70% Hispanic 49.63% White 50.16%	2024 46.8%		60%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	\$275,556.20	Yes
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	\$1,402,193.37	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the	\$870,378.55	Yes

Action #	Title	Description	Total Funds	Contributing
		California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in five primary languages from Tutor.com. Identify and monitor the progress of Long-Term ELs (LTEs) and At-Risk LTEs (AR-LTEs). In addition to the required Designated and Integrated ELD, provide LTEs, AR-LTEs, and Reclassified to Fluent English Proficient (RFEF) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with the Off2Class program, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. Support Newcomer students with tier 3 language intervention using the Rosetta Stone program, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians.		

Action #	Title	Description	Total Funds	Contributing
		Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions. The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional	\$625,299.59	Yes

Action #	Title	Description	Total Funds	Contributing
		techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	\$1,081,185.02	Yes
1.6	Summer School	The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the	\$202,846.62	No Yes

Action #	Title	Description	Total Funds	Contributing
		opportunity to meet other students and begin to feel a part of the school community.		
1.7	Instructional Intervention	In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 15.2% Spanish and 17.4% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 77% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."		Increase parental involvement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.	(88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community." Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any academic hurdles.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.			
2.2	Efforts to seek participation of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish.	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families		Increase participation of parents of unduplicated pupils	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades,	and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessments, and online school activities.			
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).		Increase participation of parents who have a child with exceptional needs	
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1%	2024 Overall, respondents indicated the school has a favorable climate that promotes learning. Positive trends include students		Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School fosters and appreciation of differences and diversity 100% Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.	feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more		share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for peer interaction, building student connections, and helping others.			

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	\$40,305.87	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Engagement	To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.	\$326,879.47	Yes
2.3	Social Emotional Learning, Prevention, and Intervention	The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts.	\$435,656.02	No

Action #	Title	Description	Total Funds	Contributing
		The SEL, Prevention & Intervention Department will support student resilience by: - fostering supportive adult-child relationships - scaffolding learning so students build a sense of self-efficacy and control - strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction - providing specialized support and targeted resources to students and families dealing with trauma - Identifying and implementing protocols to ensure school and student safety.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards-aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 95.2% Teachers Without Credentials and Misassignment 0.8%	2022-2023 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0.9%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 2.4% Unknown/Incomplete 1.6%	Credentialed Teachers Assigned Out-of-Field 1.4% Unknown/Incomplete 1.1%			
3.2	Access to Standards-Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards-Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards-Aligned instructional materials for all core classes.		100%	
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	2024 Progress in implementing each academic standard for all students. CTE Initial Implementation (3) Health Ed Initial Implementation (3) Physical Ed Initial Implementation (3) Visual and Performing Arts Initial Implementation (3)		Full Implementation and Sustainability (5)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			World Language Beginning Development (2)			
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Source: Dashboard	2023 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (4).	2024 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (3).		ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects.	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin.		Maintain Offerings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.			
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.		Maintain	
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the	Student with exceptional needs have the same access to all programs and services as their peers. Being a		Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.			
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		10%	
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$686,107.79	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	\$5,689,203.22	Yes
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of	\$1,046,927.44	Yes

Action #	Title	Description	Total Funds	Contributing
		support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.		
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	\$490,197.80	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	\$76,340.45	No
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be	\$255,636.44	Yes

Action #	Title	Description	Total Funds	Contributing
		provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.		

Goals and Actions

Goal		Type of Goal
Goal #	Description	Focus Goal
4	Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.	
State Priorities addressed by this goal.		
Priority 5: Pupil Engagement (Engagement)		
An explanation of why the LEA has developed this goal.		
This focused action was developed to decrease chronic absenteeism. Students can only learn if they attend school. The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (10.9%) is higher than all students, 9.3%. The group of African American 16.7%, is also higher.		
Indicated Red on Dashboard Chronic Absenteeism Rate: African American		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.9% English Learners 96.8% Student with Disabilities 96.3% Socioeconomically Disadvantaged 96.9% African American 96.4% Hispanic 96.9% White 97.1%	2024 97.0% English Learners 96.7% Student with Disabilities 96.2% Socioeconomically Disadvantaged 97.0% African American 96.6% Hispanic 97.0% White 98.8%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Chronic Absenteeism Rate Source: Dashboard	2023 9.3% English Learners 7.6% Student with Disabilities 10.6% Socioeconomically Disadvantaged 10.9% African American* 16.7% Hispanic 13.0% White 8.6% Asian 3.0% Two or More Races 4.9% Filipino 4.3% Pacific Islanders 12.5% American Indian 5.1% *Red on Dashboard	All 9.9% English Learners 9.4% Long-Term English Learners 16.5% Student with Disabilities 11.6% Socioeconomically Disadvantaged 11.0% Homeless 16.2% African American 12.2% Hispanic 9.8% White 8.3% Asian 8.5% Two or More Races 9.2% Filipino 5.6% Pacific Islanders 11.1% American Indian 4.3% Foster Youth 25.0%			
4.3	High School Dropout Rate Source: SARC	2023 21.9% English Learners 47.8% Student with Disabilities 33.3% Socioeconomically Disadvantaged 22.8%	2024 14.4% English Learners 9.7% Student with Disabilities 29.3%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 40.9% African American 29.5% Hispanic 23.4% White 22.7%	Socioeconomically Disadvantaged 14.9% Homeless 30.8% African American 18.4% Hispanic 15.0% White 10.2%			

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the	\$840,085.65	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on increasing the graduation rate. The grad rate decreased 1.5%, and all student groups increased. We are also below the state average of 86.4%. Implementing the actions in this goal should continually increase the rate.

Red Dashboard Indicator

Graduation Rate: Students with Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate Source: Dashboard	2023 77.2% Student with Disabilities* 67.3% Socioeconomically Disadvantaged 77.2% African American 71.0% Hispanic 76.7% White 74.0% *Red on Dashboard	2024 84.3% English Learners 90.6% Long-Term English Learners 86.4% Student with Disabilities 70.1% Socioeconomically Disadvantaged 84.0% Homeless 71.4% African American 80.8%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 84.6% White 87.9% Asian 80.0% Two or Races 81.0%			
5.2	High School Course Pass Rate Source: Internal	2023 82.7% English Learners 72.4% Student with Disabilities 71.7% Socioeconomically Disadvantaged 81.2% African American 74.0% Hispanic 70.0% White 71.2%	2024 81.9% English Learners 70.5% Student with Disabilities 70.0% Socioeconomically Disadvantaged 80.3% African American 81.8% Hispanic 79.8% White 81.4%			
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2023 66.8% English Learners 42.1% Student with Disabilities 47.5% Socioeconomically Disadvantaged 63.9% African American 43.3% Hispanic 64.7% White 70.1%	2024 62.3% English Learners 39.2% Student with Disabilities 43.2% Socioeconomically Disadvantaged 57.8% African American 61.4% Hispanic 59.1% White 62.6%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 16.5% English Learners 20.0% Long-term English Learners n/a Student with Disabilities 11.5% Socioeconomically Disadvantaged 14.4% Homeless 13.0% African American 19.4% Hispanic 17.8% White 8.0%	2024 18.3% English Learners 9.4% Long-term English Learners 4.5% Student with Disabilities 5.2% Socioeconomically Disadvantaged 18.9% Homeless 10.7% African American 11.5% Hispanic 19.0% White 19.8%			

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	\$3,713.21	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	\$828,736.03	Yes
5.3	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	\$339,418.56	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	\$146,361.88	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$15,905,731	\$1,549,840.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.085%	1.308%	\$802,104.62	27.393%

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

Required Descriptions

L A-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Development Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wide basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. Scope: LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	Action: Instructional Coaching Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address gaps in language arts and math proficiency. Scope: LEA-wide		
1.4	Action: Instructional Support Need: Additional student groups to be served: English Learners and Students with Disabilities The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Students with Disabilities are 109.6 below standard in ELA and 143 below in math, red on the Dashboard. 77% of students with disabilities are also socioeconomically disadvantaged. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium).	The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math. This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students performing below grade level can benefit from these opportunities.	Progress will be monitored through the school's assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	Action: Career & Technical Education (CTE) Need: Additional Student Group Students with Disabilities The percentage of students completing a CTE pathway, 3.1%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 3%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 23.1%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. Scope: LEA-wide	Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	Action: Summer School Need: Scope: LEA-wide		
2.2	Action: Engagement Need: Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 77% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education. Scope: LEA-wide	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	Action: High Quality Teachers Need: Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. Scope: LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	Action: Equity, Access & Accountability Need: There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100%	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 82.7%, while it is only 72.4% for English learners and 81.2% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of students have Standards-aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). Scope: LEA-wide	broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	access of standards and a broad course of study.
3.4	Action: Curriculum Specialist Need: Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium).	Curriculum Specialists ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The chronic absenteeism data shows the student group of socioeconomically disadvantaged (10.9%) is higher than all students, 9.3%. The group of African American students, 16.7% is indicated in Red on the Dashboard. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). Scope: LEA-wide	also benefit all students who are not participating in school.	
5.2	Action: Guidance Program Need: The graduation rate of the student group of socioeconomically disadvantaged (77.2%) is the same as all students (77.2%). The graduation rate for English learners (56%) is 21.2% all students. The graduation rate of Student with Disabilities is 67.3% and indicated as Red on the Dashboard. The course pass rate for all students is 82.7%, the student group of English learners is 72.4%, and socioeconomically disadvantaged is 81.2%. The credit sufficiency for English learners (42.1%) and socioeconomically disadvantaged (63.9%) are below all students (66.8%). The student group of students with disabilities (67.3%, 10% below all students) indicated Red on the Dashboard for graduation rate. Educational partner feedback was collected, 91% of families said reducing the ratio	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority. Scope: LEA-wide		
5.3	Action: Math/ELA Intervention Need: Additional Student Group Students with Disabilities High school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (77.2%) is the same as all students (77.2%). The graduation rate for English learners (56%) is 21.2% all students. The graduation rate of Student with Disabilities is 67.3% and indicated as Red on the Dashboard. The course pass rate for all students is 82.7%, the student group of English learners is 72.4%, and socioeconomically disadvantaged is 81.2%. The credit sufficiency for English learners (42.1%) and socioeconomically disadvantaged (63.9%) are below all students (66.8%). The student group of students with disabilities (67.3%, 10% below all students) indicated Red on the Dashboard for graduation rate. Educational partner feedback was collected, 90% of families said ELA and Math	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	remediation courses are a priority (high or medium).		
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: English Language Support Need: English learners (EL) increased in English language proficiency by 3.7% to 50%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learners to attain proficiency in English is a priority (high or medium). Scope: Limited to Unduplicated Student Group(s)		
1.7	Action: Instructional Intervention Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (41.1 below standard) and English learners (79.5 below standard) are below all students (31.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (82.4 below standard) and English learners (101.6 below standard) are below all students (74.3 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). Scope: Limited to Unduplicated Student Group(s)	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback
2.1	Action: English Language Services Need: The home language of all English learners and those EL reclassified is 15.2% Spanish and	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	17.4% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. Scope: Limited to Unduplicated Student Group(s)		Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	Action: Student ISP Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. Scope: Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.
4.2	Action: Attendance Intervention	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The chronic absenteeism data shows the student group of socioeconomically disadvantaged (10.9%) is higher than all students, 9.3%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). Scope: Limited to Unduplicated Student Group(s)		attendance rates and educational partner feedback.
5.1	Action: Transcript Evaluation Service Need: Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. Scope: Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to \$2,726,290. Instead, the school

chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to \$2,685,686. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year		1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover ----- Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)		
Totals		60,977,517	15,905,731	26.085%	1.308%	27.393%		
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$12,537,840.83	\$441,165.80	\$0.00	\$2,684,022.55	\$15,663,029.18	\$14,108,048.93	\$1,554,980.25

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$78,160.57	\$197,395.63	\$55,720.21	\$97,971.00		\$121,864.99	\$275,556.20	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$1,402,193.37	\$0.00	\$1,402,193.37				\$1,402,193.37	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$862,303.13	\$8,075.42	\$870,378.55				\$870,378.55	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$514,036.00	\$111,263.59	\$107,547.07	\$98,323.87		\$419,428.65	\$625,299.59	0%
1	1.5	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and high school	24-25	\$1,048,450.82	\$32,734.20	\$1,001,502.32			\$79,682.70	\$1,081,185.02	
1	1.6	Summer School	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$202,846.62	\$0.00	\$6,806.33	\$3,779.30		\$192,260.99	\$202,846.62	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	24-25								4.47%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$0.00	\$40,305.87	\$40,305.87				\$40,305.87	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$175,547.74	\$151,331.73	\$164,861.98			\$162,017.49	\$326,879.47	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	24-25	\$399,316.42	\$36,339.60		\$17,538.57		\$418,117.45	\$435,656.02	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	\$0.00	\$686,107.79	\$686,107.79				\$686,107.79	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$5,687.17	\$2,052.05	\$5,689,203.22				\$5,689.20	0%
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$688,321.24	\$178,606.20	\$782,420.53	\$77,191.18		\$187,315.73	\$1,046.927.44	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$490,197.80	\$0.00	\$490,197.80				\$490,197.80	
3	3.5	MKV/FY	MKV/FY	No			All Schools	24-25	\$60,511.88	\$15,828.57						
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$238,965.10	\$16,671.34	\$238,965.10				\$238,965.10	
4	4.1	Compass	Low Income	Yes	LEA-wide	Low Income	All Schools	24-25	\$838,476.24	\$1,609.41	\$318,017.85					
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated	English Learners	All Schools	24-25						\$522,067.80	\$840,085.65	4.40%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
Low Income																
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	24-25	\$0.00	\$3,713.21	\$3,713.21				\$3,713.21	
5	5.2	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	24-25	\$828,736.03	\$0.00	\$579,495.61			\$249,240.42	\$828,736.03	
5	5.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	24-25	\$338,418.56	\$0.00	\$100,404.02			\$239,014.54	\$339,418.56	
5	5.4	A-G Completion	All	No			All Schools High School	24-25	\$73,416.24	\$72,945.64		\$145,361.88			\$146,361.88	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
60,977,517	15,905,731	26.085%	1.308%	27.393%	\$12,537,840.83	8.870%	29.431 %	Total:	\$12,537,840.83

LEA-wide Total: \$10,937,335.41

Limited Total: \$1,600,505.42

Schoolwide Total: \$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,720.21	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,402,193.37	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$870,378.55	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,547.07	0%
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and high school	\$1,001,502.32	
1	1.6	Summer School	Yes	LEA-wide	English Learners Low Income		\$6,806.33	
1	1.7	Instructional Intervention	Yes	Limited to Unduplicated	English Learners Low Income	All Schools		4.47%

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 (%)
2	2.1	English Language Services	Yes	Student Group(s) Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$40,305.87	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,861.98	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$686,107.79	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,689,203.22	0%
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$782,420.53	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,197.80	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,965.10	
4	4.1	Compass	Yes	LEA-wide	Low Income	All Schools	\$318,017.85	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		4.40%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	\$3,713.21	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	\$579,495.61	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	\$100,404.02	

2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals		\$10,464,558.06	\$9,218,882.90			
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	\$548,899.38	467,732.97
1	1.2	Assessments		Yes	\$137,924.89	137,924.89
1	1.3	Academic Administrator		Yes	\$220,925.00	221,075.59
1	1.4	English Learner Support		Yes	\$765,477.34	727,158.94
1	1.6	Instructional Coaches		Yes	\$1,173,194.99	1,133,419.04
1	1.7	Summer School		Yes	\$269,832.29	310,285.57
1	1.8	Career & Technical Education (CTE)		Yes	\$995,695.83	797,878.45
1	1.9	Instructional Support		Yes	\$783,543.48	752,085.83
2	2.2	English Language Services		Yes	\$22,281.91	25,609.26
2	2.3	Engagement		Yes	\$253,920.26	260,125.84
2	2.5	Social Emotional Learning, Prevention, and Intervention		No	\$325,938.00	385,336.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP Reimbursement	Yes	\$795,592.62	694,444.04
3	3.2	Teachers	Yes	\$948,586.94	285,107.05
3	3.3	Accountability	Yes	\$381,339.11	407,934.45
3	3.4	Curriculum Specialists	Yes	\$438,553.42	427,588.96
3	3.5	McKinney Vento/Foster Youth Support	No	\$48,764.00	72,442.83
3	3.6	New Teacher Training	Yes	\$268,954.41	159,341.56
3	3.7	HS Scheduling	Yes	\$108,898.86	85,700.59
4	4.1	Compass	Yes	\$721,438.25	768,241.47
4	4.2	Attendance Interventions	Yes		
5	5.1	Graduation Coaches	Yes	\$403,783.71	414,784.15
5	5.2	Transcript Evaluation Service	Yes	\$2,709.75	3,634.75
5	5.3	Guidance Program	Yes	\$199,962.54	189,967.13
5	5.5	Math/ELA Intervention	Yes	\$406,930.08	368,973.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.6	A-G Completion	No	\$241,411.00	122,089.22

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)		5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$15,996,441		\$7,904,092.06	\$8,665,301.38	(\$761,209.32)		14.770%	14.250%	-0.520%	
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	\$460,841.38		278,189.15			
1	1.2	Assessments	Yes	\$137,924.89		126,773.51			
1	1.3	Academic Administrator	Yes	\$220,925.00		187,385.23			
1	1.4	English Learner Support	Yes	\$765,477.34		710,229.94			
1	1.6	Instructional Coaches	Yes	\$1,173,194.99		1,118,884.48			
1	1.7	Summer School	Yes	\$145,276.29		134,898.32			
1	1.8	Career & Technical Education (CTE)	Yes	\$813,417.83		730,883.21			
1	1.9	Instructional Support	Yes	\$276,426.48		170,892.77		2.55%	3.77%
2	2.2	English Language Services	Yes	\$22,281.91		30,613.99			
2	2.3	Engagement	Yes	\$143,605.26		95,143.20			
3	3.1	Student ISP Reimbursement	Yes	\$795,592.62		850,937.32			
3	3.2	Teachers	Yes	\$948,586.94		2,367,619.93		10.21%	7.02%
3	3.3	Accountability	Yes	\$313,847.11		358,603.62			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Curriculum Specialists	Yes	\$438,553.42	435,188.74		
3	3.6	New Teacher Training	Yes	\$268,954.41	167,017.00		
3	3.7	HS Scheduling	Yes	\$98,650.86	66,195.89		
4	4.1	Compass	Yes	\$300,288.25	310,919.31		
4	4.2	Attendance Interventions	Yes			2.01%	3.46%
5	5.1	Graduation Coaches	Yes	\$176,296.71	167,304.34		
5	5.2	Transcript Evaluation Service	Yes	\$2,709.75	1,582.70		
5	5.3	Guidance Program	Yes	\$199,962.54	188,798.99		
5	5.5	Math/ELA Intervention	Yes	\$201,278.08	167,239.74		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$61,305,493	\$15,996,441	3.60%	29.693%	\$8,665,301.38	14.250%	28.385%	\$802,104.62	1.308%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e](1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e](1)). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b](4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b](1) and [2]).
- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data. Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

Timeline for school districts and COEs for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Concluding statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

APPROVED

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

February 24, 2025

SUBJECT: Fiscal Year 2024-25 Second Interim Budget Update

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at Los Angeles approve the "Second Interim Budget Update."

BACKGROUND:

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

The adopted budget for the 2024-25 fiscal year was based on an anticipated P2 ADA of 5,681 students. The current P2 ADA estimate for California Virtual Academy at Los Angeles has decreased to 5,464 students, which is expected to generate \$90,973,972 in funding. The current budget anticipates an ending fund balance of \$5,648,975, which includes an estimated surplus of \$1,236,828 in the current fiscal year, which California Virtual Academy at Los Angeles will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:

The forecasted revenue is \$90,973,972. The school anticipates an ending fund balance of \$5,648,975 for the 2024-25 school year.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the Second Interim Budget Update for the 2024-25 school year on behalf of California Virtual Academy at Los Angeles.
2. Authorize the Head of School to make budget adjustments periodically to include unanticipated revenue or unexpected costs that may arise.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X					
Stephanie Hansen-Sturm	X					X
Dezi Waterhouse	X				X	
Contrina Fields	X					

California Virtual Academy at Los Angeles

Board Presentation

Fiscal Year 2024-25

Second Interim Budget



**CALIFORNIA
VIRTUAL
ACADEMIES**



California Virtual Academy at Los Angeles

Summary of Changes from Fiscal Year 2024-25 First Interim Budget

Category	Current	Incr (Decr)	Reason
ADA	5,617	(153)	-2.7% decrease compared to Fiscal Year 2024-25 First Interim Budget
LCFF Revenue	\$ 77,249,262	\$ (2,145,358)	Decrease primarily due to decrease in estimated P2 ADA
Restricted Revenue	\$ 13,458,210	\$ 1,442,503	Increase primarily due to an increase in planned one-time state restricted funding expenditures, partially offset by an ADA driven decrease in SpEd funding and decrease in planned Title expenditures
Expenses	\$ 89,737,143	\$ 228,997	Primarily due an estimated increase in one-time compensation for all employees, an increase in estimated SpEd contracted services, all of which partially offset by a rate driven decrease in student materials and services

Fiscal Year 2024-25 Second Interim Budget Highlights

SB740	47.49%	Certificated salaries and benefits, as a percent of revenue, is 7.5% higher than required
	81.79%	Instruction and instruction-related services, as a percent of revenue, is 1.8% higher than required
K12 Invoice Credits \$	-	Amount of credits issued by K12 for Fiscal Year 2024-25, which guarantee the school does not end the year with a deficit



CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at Los Angeles

Fiscal Year 2024-25

Second Interim Budget Comparison

Description	Object Code	2024-25 Adopted Budget	2024-25 First Interim Budget	2024-25 Second Interim Budget	vs. First Interim Budget Increase (Decrease)	
					\$ Difference	% Change
P2 ADA		5,681	5,617	5,464	(153)	-2.73% ^a
A. REVENUES						
1. LCFF/Revenue Limit Sources	8010-8099	\$ 80,843,442	\$ 79,394,620	\$ 77,249,262	\$ (2,145,358)	-2.70% ^b
2. Federal Revenues	8100-8299	3,603,071	3,889,893	3,675,778	(214,116)	-5.50% ^c
3. Other State Revenues	8300-8599	7,676,598	8,125,814	9,782,432	1,656,618	20.39% ^d
4. Other Local Revenues	8600-8799	222,473	394,275	266,500	(127,775)	-32.41% ^e
5. TOTAL REVENUES		\$ 92,345,584	\$ 91,804,602	\$ 90,973,972	\$ (830,630)	-0.90% ^f
B. EXPENDITURES						
1. Certificated Salaries	1000-1999	\$ 28,097,106	\$ 27,195,641	\$ 28,254,723	\$ 1,059,081	3.89% ^g
2. Non-certificated Salaries	2000-2999	1,763,893	2,227,693	2,521,076	293,383	13.17% ^h
3. Employee Benefits	3000-3999	9,795,157	10,627,038	10,451,027	(176,012)	-1.66% ⁱ
4. Books and Supplies	4000-4999	17,239,894	17,179,415	14,985,126	(2,194,289)	-12.77% ^j
5. Services and Other Operating Expenditures	5000-5999	31,856,257	32,095,480	33,321,765	1,226,284	3.82% ^k
6. Capital Outlay	6000-6999	158,314	182,879	203,428	20,548	11.24% ^k
7. Other Outgo	7100-7499	-	-	-	-	-
8. TOTAL EXPENDITURES		\$ 88,910,620	\$ 89,508,147	\$ 89,737,143	\$ 228,997	0.26% ^f
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		3,434,964	2,296,455	1,236,828	(1,059,627)	-46.14%
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE		3,434,964	2,296,455	1,236,828	(1,059,627)	-46.14%

EXPLANATION OF VARIANCES:

- a -2.7% decrease compared to Fiscal Year 2024-25 First Interim Budget
- b Decrease primarily due to decrease in estimated P2 ADA
- c Primarily due to a decrease in planned Title expenditures
- d Increase primarily due to an increase in planned one-time state restricted funding expenditures, partially offset by an enrollment driven decrease in State SpEd funding
- e Estimated decrease in interest income
- f Primarily due to addition of one-time compensation for all employees as a result of payroll transition
- g Primarily due to an increase in school's allocation of restricted funded classified FTEs
- h Primarily due to an estimated decrease in employer portion of health benefits
- i Primarily due to a rate-driven decrease in student materials and services
- j Primarily due to increase in estimated SpEd contracted services expenditures
- k Due to estimated increase in asset purchases - employee computers and technology



California Virtual Academy at Los Angeles

Fiscal Year 2024-25
Second Interim Budget

Senate Bill 740 Instructional Cost		
Certificated Salaries and Benefits	Object Code	Total
Certificated Teacher Salaries	1100	\$ 26,520,944
Cert. Supervisors' and Admin. Salaries	1300	\$ 1,733,778
Additional Certificated Personnel Pay	1900	\$ -
Certificated Employee Benefits	3000-3999	\$ 9,141,456
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	\$ 5,682,832
		\$ 43,079,011
Certificated Staff Cost		
Non-Certificated Support Salaries	2200	\$ 2,521,076
Non-Certificated Employee Benefits	3000-3999	\$ 1,309,571
Approved Textbooks and Core Curricula Materials	4100	\$ 14,318,921
Materials and Supplies	4300	\$ 666,205
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	\$ 631,426
Travel and Conferences	5200	\$ 429,049
Inst. Computers/Printers/Leasing	5600	\$ 3,692,578
Contract - Student Instructional Technology (7%)	5800	\$ 6,271,757
Other Instructional and Operating Expenditures	5800	\$ 83,048
ISP Services/Telephone	5900	\$ 1,185,761
		\$ 31,109,391
Instruction & Instruction-Related Costs		
Total Instructional Cost		\$ 74,188,402

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	\$ 43,079,011	\$ 90,707,472	47.49%
B. Total Instructional Costs	\$ 74,188,402	\$ 90,707,472	81.79%
C. PTR (Pupil-Teacher Ratio)	23.30 : 1		

Note:

In order to qualify for a 100% funding recommendation from ACCS, California Virtual Academy at Los Angeles needs to meet the following criteria:

- 1) Line A. must equal or exceed 40 percent,
- 2) Line B. must equal or exceed 80 percent, AND
- 3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2024-25 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	\$ 11,647,550	\$ -	\$ 11,647,550
Technology Fees (7%)	\$ 6,271,757	\$ -	\$ 6,271,757
OLS - Curriculum & Development	\$ 11,073,427	\$ -	\$ 11,073,427
Instruction Materials	\$ 2,669,098	\$ -	\$ 2,669,098
Inst. Computers/Printers/Leasing	\$ 3,545,213	\$ -	\$ 3,545,213
Total Net K12, Inc.-Related Expenditures	\$ 35,207,046	\$ -	\$ 35,207,046

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 SECOND INTERIM**

Charter School Name: California Virtual Academy @
(continued) Los Angeles
CDS #: 19-65094-0112706
Charter Approving Entity: West Covina Unified School District
County: Los Angeles
Charter #: 0838
Fiscal Year: 2024-25

To the entity that approved the charter school:

() 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: February 24, 2025
Charter School Official
(Original signature required)
Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

() 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:

John Ziegenhohn
Name
Chief Fiscal Executive
Title
626.939.4600x1404
Phone
jziegenhohn@wcusd.org
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 SECOND INTERIM - SUMMARY**

Charter School Name: California Virtual Academy @
(continued) Los Angeles
CDS #: 19-65094-0112706
Charter Approving Entity: West Covina Unified School District
County: Los Angeles
Charter #: 0838
Fiscal Year: 2024-25

				First Interim vs. Second Interim Increase (Decrease)	
Description	Object Code	2024-25 First Interim (X)	2024-25 Second Interim (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	79,394,620	77,249,262	-2,145,358	-2.70%
2. Federal Revenues	8100-8299	3,889,893	3,675,778	-214,116	-5.50%
3. Other State Revenues	8300-8599	8,125,814	9,782,432	1,656,618	20.39%
4. Other Local Revenues	8600-8799	394,275	266,500	-127,775	-32.41%
5. TOTAL REVENUES		91,804,602	90,973,972	-830,630	-0.90%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	27,195,641	28,254,723	1,059,081	3.89%
2. Non-certificated Salaries	2000-2999	2,227,693	2,521,076	293,383	13.17%
3. Employee Benefits	3000-3999	10,627,038	10,451,027	-176,012	-1.66%
4. Books and Supplies	4000-4999	17,179,415	14,985,126	-2,194,289	-12.77%
5. Services and Other Operating Expenditures	5000-5999	32,095,480	33,321,765	1,226,284	3.82%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	182,879	203,428	20,548	11.24%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		89,508,147	89,737,143	228,997	0.26%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,296,455	1,236,828	-1,059,627	-46.14%
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)		2,296,455	1,236,828	-1,059,627	-46.14%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	4,376,636	4,376,636	0	0.00%
b. Adjustments to Beginning Balance	9793, 9795	35,511	35,511	0	0.00%
c. Adjusted Beginning Balance		4,412,147	4,412,147		
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,708,602	5,648,975		
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	6,708,602	5,648,975	(1,059,627)	-16%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Second Interim Report - Detail

Charter School Name: California Virtual Academy @
(continued) Los Angeles
CDS #: 19-65094-0112706
Charter Approving Entity: West Covina Unified School District
County: Los Angeles
Charter #: 0838
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2024-25 First Interim Budget			2024-25 Actuals thru 1/31			2024-25 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	62,961,028	-	62,961,028	36,280,944	-	36,280,944	59,155,989	-	59,155,989
Education Protection Account State Aid - Current Year	8012	9,160,671	-	9,160,671	5,788,110	-	5,788,110	10,820,352	-	10,820,352
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	7,272,921	-	7,272,921	4,224,161	-	4,224,161	7,272,921	-	7,272,921
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		79,394,620	-	79,394,620	46,293,215	-	46,293,215	77,249,262	-	77,249,262
2. Federal Revenues										
No Child Left Behind	8290	-	2,573,257	2,573,257	-	1,137,446	1,137,446	-	2,382,267	2,382,267
Special Education - Federal	8181, 8182	-	907,341	907,341	-	-	-	-	887,357	887,357
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	409,296	409,296	-	153,238	153,238	-	406,154	406,154
Total, Federal Revenues		-	3,889,893	3,889,893	-	1,290,684	1,290,684	-	3,675,778	3,675,778
3. Other State Revenues										
Special Education - State	StateRevSE	-	5,458,870	5,458,870	-	5,398,420	5,398,420	-	5,330,401	5,330,401
All Other State Revenues	StateRevAO	1,248,393	1,418,550	2,666,943	896,345	387,947	1,284,292	1,246,853	3,205,178	4,452,031
Total, Other State Revenues		1,248,393	6,877,420	8,125,814	896,345	5,786,367	6,682,712	1,246,853	8,535,579	9,782,432
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	394,275	-	394,275	133,879	-	133,879	266,500	-	266,500
Total, Local Revenues		394,275	-	394,275	133,879	-	133,879	266,500	-	266,500
5. TOTAL REVENUES										
		81,037,288	10,767,314	91,804,602	47,323,438	7,077,051	54,400,490	78,762,615	12,211,357	90,973,972
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	20,226,821	5,096,839	25,323,659	13,353,483	1,817,842	15,171,325	20,625,273	5,895,671	26,520,944
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	1,059,612	812,370	1,871,982	589,966	421,404	1,011,371	1,011,371	722,408	1,733,778
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		21,286,433	5,909,208	27,195,641	13,943,450	2,239,246	16,182,696	21,636,644	6,618,079	28,254,723
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	1,616,066	611,627	2,227,693	1,097,879	686,451	1,784,329	1,551,191	969,885	2,521,076
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		1,616,066	611,627	2,227,693	1,097,879	686,451	1,784,329	1,551,191	969,885	2,521,076
3. Employee Benefits										
STRS	3101-3102	4,065,709	1,128,659	5,194,367	2,711,003	379,892	3,090,895	4,132,599	1,264,053	5,396,652
PERS	3201-3202	437,146	165,445	602,591	296,976	185,685	482,661	419,597	262,354	681,951
OASDI / Medicare / Alternative	3301-3302	830,221	131,743	961,963	596,873	104,429	701,302	994,603	174,015	1,168,618
Health and Welfare Benefits	3401-3402	2,773,510	854,082	3,627,593	1,575,609	279,429	1,855,039	2,249,447	717,918	2,967,365
Unemployment Insurance	3501-3502	107,938	14,896	122,835	62,238	8,905	71,143	103,710	14,839	118,549
Workers' Compensation Insurance	3601-3602	103,417	14,272	117,689	61,893	8,855	70,748	103,135	14,756	117,892
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		8,317,941	2,309,097	10,627,038	5,304,592	967,196	6,271,787	8,003,082	2,447,935	10,451,027
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	15,996,518	365,763	16,362,281	8,696,175	107,897	8,804,072	14,143,437	175,484	14,318,921
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	763,161	53,972	817,133	21,959	1,943	23,901	612,058	54,146	666,205
Noncapitalized Equipment	4400	-	-	-	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		16,759,680	419,735	17,179,415	8,718,134	109,840	8,827,974	14,755,496	229,630	14,985,126

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Second Interim Report - Detail**

Charter School Name: California Virtual Academy @
(continued) Los Angeles
CDS #: 19-65094-0112706
Charter Approving Entity: West Covina Unified School District
County: Los Angeles
Charter #: 0838
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2024-25 First Interim Budget			2024-25 Actuals thru 1/31			2024-25 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	4,722,028	4,722,028	-	3,142,346	3,142,346	-	6,314,258	6,314,258
Travel and Conferences	5200	145,906	677,037	822,944	31,161	65,323	96,484	138,567	290,482	429,049
Dues and Memberships	5300	153,470	42,758	196,228	56,152	9,246	65,398	170,116	28,010	198,126
Insurance	5400	79,816	-	79,816	61,865	-	61,865	78,601	-	78,601
Operations and Housekeeping Services	5500	80,142	-	80,142	33,537	-	33,537	77,662	-	77,662
Rentals, Leases, Repairs, and Noncap. Improvements	5600	3,720,558	-	3,720,558	2,142,308	-	2,142,308	3,692,578	-	3,692,578
Transfers of Direct Costs	5700	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	19,179,112	2,097,467	21,276,579	12,806,316	647,271	13,453,587	20,318,757	1,026,973	21,345,729
Communications	5900	1,168,063	29,123	1,197,185	746,079	17,417	763,496	1,158,711	27,050	1,185,761
Total, Services and Other Operating Expenditures		24,527,067	7,568,413	32,095,480	15,877,418	3,881,602	19,759,020	25,634,992	7,686,773	33,321,765
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	182,879	-	182,879	148,233	-	148,233	203,428	-	203,428
Total, Capital Outlay		182,879	-	182,879	148,233	-	148,233	203,428	-	203,428
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		-	-	-	-	-	-	-	-	-
B. TOTAL EXPENDITURES		72,690,066	16,818,081	89,508,147	45,089,704	7,884,334	52,974,039	71,784,842	17,952,301	89,737,143
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (AS-BB)		8,347,222	(6,050,767)	2,296,455	2,233,734	(807,283)	1,426,451	6,977,773	(5,740,945)	1,236,828
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	(5,243,484)	5,243,484	-	-	-	-	(4,933,662)	4,933,662	-
4. TOTAL OTHER FINANCING SOURCES / USES		(5,243,484)	5,243,484	-	-	-	-	(4,933,662)	4,933,662	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		3,103,738	(807,283)	2,296,455	2,233,734	(807,283)	1,426,451	2,044,111	(807,283)	1,236,828
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance	9791	4,376,636	-	4,376,636	4,376,636	-	4,376,636	4,376,636	-	4,376,636
a. As of July 1	9793, 9795	(771,772)	807,283	35,511	(771,772)	807,283	35,511	(771,772)	807,283	35,511
b. Adjustments to Beginning Balance		3,604,864	807,283	4,412,147	3,604,864	807,283	4,412,147	3,604,864	807,283	4,412,147
c. Adjusted Beginning Balance		6,708,602	-	6,708,602	5,838,598	-	5,838,598	5,648,975	-	5,648,975
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	6,708,602	-	6,708,602	5,838,598	-	5,838,598	5,648,975	-	5,648,975



California Virtual Academy at Los Angeles

Fiscal Year 2024-25 Second Interim Budget

Multi-Year Projection Assumptions			
Factor	FY 2024-25 (Y1)	FY 2025-26 (Y2)	FY 2026-27 (Y3)
Estimated Enrollment	5,704	5,761	5,819
Estimated # Unduplicated Pupils	4,287	4,360	4,417
Estimated P2 ADA	5,464	5,518	5,573
Average Daily Attendance Growth Rate ¹	-1.6%	1.0%	1.0%
Special Education	-1.6%	1.0%	1.0%
California Consumer Price Index (CA CPI)	2.85%	2.92%	2.70%
Statutory Cost-of-Living Allowance (COLA)	1.07%	2.43%	3.52%
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	1.17%	2.11%	3.47%
Estimated Certificated FTEs	310.1	313.2	316.4
% Increase (Decrease) Certificated FTEs	-1.98%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	5.99%	2.45%	2.99%
Salaries (Min Wage Schedule)	3.13%	2.42%	2.96%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	28.1	28.1	28.1
% Increase (Decrease) Classified FTEs	-0.96%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	14.22%	2.92%	2.70%
CalPERS Employer Rate (statutory)	27.05%	27.40%	27.50%
Other State Revenues: Lottery	\$ 1,504,419	\$ 1,548,348	\$ 1,590,153
Other State Revenues: Mandated Block Grant	\$ 167,340	\$ 171,406	\$ 177,440
Other State Revenues: A-G Completion	\$ 172,277	\$ 176,464	\$ 182,675
Other State Revenues: Arts, Music, Instr Materials Block Grant	\$ 1,985,974	\$ 2,034,233	\$ 2,105,838
Other State Revenues: Educator Effectiveness	\$ 250,692	\$ 256,783	\$ 265,822
Other State Revenues: Learning Recovery Emergency Block Grant	\$ 371,330	\$ 380,353	\$ 393,742
Other Federal Revenues: ESSER I, II, III	\$ 406,154	\$ -	\$ -

¹ FY 2024-25 growth rate based on FY 2023-24 P2 ADA

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

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Second Interim

Charter School Name: California Virtual Academy @
 (continued) Los Angeles
 CDS #: 19-65094-0112706
 Charter Approving Entity: West Covina Unified School District
 County: Los Angeles
 Charter #: 0838
 Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

- ☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		FY 2024-25			2025-26	2026-27	
Description		Object Code	Unrestricted	Restricted	Total	Projections	Projections
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year		8011	59,155,989	0	59,155,989	61,201,414	64,278,908
Education Protection Account State Aid - Current Year		8012	10,820,352	0	10,820,352	11,194,119	11,704,030
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	7,272,921	0	7,272,921	7,272,921	7,272,921
Other LCFF/Revenue Limit Transfers		8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources			77,249,262	0	77,249,262	79,668,454	83,255,859
2. Federal Revenues							
No Child Left Behind		8290	0	2,382,267	2,382,267	2,451,829	2,518,028
Special Education - Federal		8181, 8182	0	887,357	887,357	896,230	905,193
Child Nutrition - Federal		8220	0	0	0	0	0
Other Federal Revenues		8110, 8260-8299	0	406,154	406,154	0	0
Total, Federal Revenues			0	3,675,778	3,675,778	3,348,059	3,423,221
3. Other State Revenues							
Special Education - State		StateRevSE	0	5,330,401	5,330,401	5,383,705	5,437,542
All Other State Revenues		StateRevAO	1,246,853	3,205,178	4,452,031	4,567,587	4,715,670
Total, Other State Revenues			1,246,853	8,535,579	9,782,432	9,951,292	10,153,212
4. Other Local Revenues							
All Other Local Revenues		LocalRevAO	266,500	0	266,500	0	0
Total, Local Revenues			266,500	0	266,500	0	0
5. TOTAL REVENUES			78,762,615	12,211,357	90,973,972	92,967,805	96,832,292
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries		1100	20,625,273	5,895,671	26,520,944	27,444,678	28,562,203
Certificated Pupil Support Salaries		1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries		1300	1,011,371	722,408	1,733,778	1,784,405	1,832,583
Other Certificated Salaries		1900	0	0	0	0	0
Total, Certificated Salaries			21,636,644	6,618,079	28,254,723	29,229,083	30,394,787
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries		2100	0	0	0	0	0
Non-certificated Support Salaries		2200	1,551,191	969,885	2,521,076	2,594,671	2,664,698
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			1,551,191	969,885	2,521,076	2,594,671	2,664,698
3. Employee Benefits							
STRS		3101-3102	4,132,599	1,264,053	5,396,652	5,582,755	5,805,404
PERS		3201-3202	419,597	262,354	681,951	710,940	732,792
OASDI / Medicare / Alternative		3301-3302	994,603	174,015	1,168,618	1,182,218	1,198,398
Health and Welfare Benefits		3401-3402	2,249,447	717,918	2,967,365	2,857,546	2,738,290
Unemployment Insurance		3501-3502	103,710	14,839	118,549	119,928	121,570
Workers' Compensation Insurance		3601-3602	103,135	14,756	117,892	119,264	120,896
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			8,003,092	2,447,935	10,451,027	10,572,651	10,717,350

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Second Interim

Charter School Name: California Virtual Academy @
(continued) Los Angeles
CDS #: 19-65094-0112706
Charter Approving Entity: West Covina Unified School District
County: Los Angeles
Charter #: 0838
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

- ☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities-objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			2025-26 Projections	2026-27 Projections
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	14,143,437	175,484	14,318,921	14,670,725	15,180,497
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	612,058	54,146	666,205	685,658	704,170
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		14,755,496	229,630	14,985,126	15,356,383	15,884,667
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	6,314,258	6,314,258	6,498,634	6,674,097
Travel and Conferences	5200	138,567	290,482	429,049	441,577	453,500
Dues and Memberships	5300	170,116	28,010	198,126	70,757	72,668
Insurance	5400	78,601	0	78,601	80,896	83,081
Operations and Housekeeping Services	5500	77,662	0	77,662	79,930	82,088
Rentals, Leases, Repairs, and Noncap. Improvements	5600	3,692,578	0	3,692,578	3,783,030	3,914,949
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	20,318,757	1,026,973	21,345,729	21,820,435	22,713,301
Communications	5900	1,158,711	27,050	1,185,761	1,220,385	1,253,336
Total, Services and Other Operating Expenditures		25,634,992	7,686,773	33,321,765	33,995,644.87	35,247,018.67
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	203,428	0	203,428	209,368	215,021
Total, Capital Outlay		203,428	0	203,428	209,368	215,021
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						
		71,784,842	17,952,301	89,737,143	91,957,800	95,123,541
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)						
D. OTHER FINANCING SOURCES / USES						
1. Other Sources						
2. Less: Other Uses	8930-8979	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	7630-7699	0	0	0		
	8980-8999	(4,933,662)	4,933,662	0		
4. TOTAL OTHER FINANCING SOURCES / USES						
		(4,933,662)	4,933,662	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		2,044,111	(807,283)	1,236,828	1,010,005	1,708,751

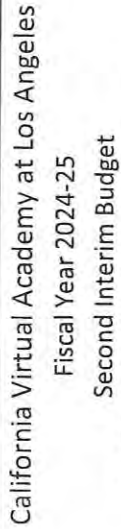
**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Second Interim**

Charter School Name: California Virtual Academy @
 (continued) Los Angeles
 CDS #: 19-65094-0112706
 Charter Approving Entity: West Covina Unified School District
 County: Los Angeles
 Charter #: 0838
 Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

- ☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			2025-26 Projections	2026-27 Projections
		Unrestricted	Restricted	Total		
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	4,376,636	0	4,376,636	5,648,975	6,658,981
b. Adjustments to Beginning Balance	9793, 9795	(771,772)	807,283	35,511		
c. Adjusted Beginning Balance		3,604,864	807,283	4,412,147	5,648,975	6,658,981
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,648,975	0	5,648,975	6,658,981	8,367,731
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	5,648,975	0	5,648,975	6,658,981	8,367,731



FY 2024-25(Y1) Cash Flow Worksheet

[illegible]

[illegible]

California Virtual Academy @ Los Angeles (112/U6) - FY24-25 2nd Interim
Update

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Assumptions						
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.43%	3.52%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	6,152	5,407	5,699	5,704	5,761	5,819
Unduplicated Pupil Count (UPC)	4,534	4,053	4,383	4,287	4,360	4,417
Unduplicated Pupil Percentage (UPP)	71.13%	73.34%	75.15%	75.68%	75.91%	75.58%
Current Year LCFF Average Daily Attendance (ADA)	5,709.80	5,340.77	5,549.73	5,463.59	5,518.22	5,573.41
Funded LCFF ADA	5,709.80	5,340.77	5,549.73	5,463.59	5,518.22	5,573.41
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	\$49,681,423	\$52,720,426	\$59,120,199	\$58,883,360	\$60,917,881	\$63,692,635
Grade Span Adjustment	1,961,689	1,975,930	2,185,294	2,116,867	2,188,345	2,289,707
Adjusted Base Grant	\$51,643,112	\$54,696,356	\$61,305,493	\$61,000,227	\$63,106,226	\$65,982,342
Supplemental Grant	7,346,750	8,022,861	9,214,215	9,232,994	9,580,787	9,973,890
Concentration Grant	5,414,522	6,143,495	6,782,226	6,748,455	6,981,441	7,299,627
Total Base, Supplemental and Concentration Grant	\$64,404,384	\$68,862,712	\$77,301,934	\$76,981,676	\$79,668,454	\$83,255,859
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-
Total Allowance and Add-On Amounts	\$-	\$224,815	\$261,053	\$267,586	\$-	\$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$64,404,384	\$69,087,527	\$77,562,987	\$77,249,262	\$79,668,454	\$83,255,859
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$64,404,384	\$69,087,527	\$77,562,987	\$77,249,262	\$79,668,454	\$83,255,859
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$11,280	\$12,936	\$13,976	\$14,139	\$14,437	\$14,938
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	64,404,384	69,087,527	77,562,987	77,249,262	79,668,454	83,255,859
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$6,245,722	\$7,077,428	\$7,272,921	\$7,272,921	\$7,272,921	\$7,272,921
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$27,387,291	\$4,653,279	\$8,955,631	\$10,820,352	\$11,194,119	\$11,704,030
Net State Aid (excludes Additional State Aid)	\$30,771,371	\$57,356,820	\$61,334,435	\$59,155,989	\$61,201,414	\$64,278,908
Additional State Aid	-	-	-	-	-	-
Total Funding Sources	\$64,404,384	\$69,087,527	\$77,562,987	\$77,249,262	\$79,668,454	\$83,255,859
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$30,771,371	\$57,356,820	\$61,334,435	\$59,155,989	\$61,201,414	\$64,278,908
EPA, Current Year (Resource 1400, Object Code 8012)	\$27,387,291	\$4,653,279	\$8,955,631	\$10,820,352	\$11,194,119	\$11,704,030
(P-2 plus Current Year Accrual)	-	-	-	-	-	-
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$1,265,503	\$744,646	\$47,360	-	-	-
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Property Taxes (Object 8021 to 8089)	-	-	-	-	-	-
In-Lieu of Property Taxes (Object Code 8096)	6,245,722	7,077,428	7,272,921	7,272,921	7,272,921	7,272,921
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$-	\$-	\$-	\$-	\$-	\$-
Total LCFF Entitlement	\$64,404,384	\$69,087,527	\$77,562,987	\$77,249,262	\$79,668,454	\$83,255,859
Additional State Aid	-	-	-	-	-	-
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	-	-	-	-	-	-
Excess Taxes before Minimum State Aid	-	-	-	-	-	-
Total Funding Sources	\$64,404,384	\$69,087,527	\$77,562,987	\$77,249,262	\$79,668,454	\$83,255,859
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for TIIG & Transportation)			\$61,566,546	\$61,267,813	\$63,106,226	\$65,982,342
Supplemental and Concentration Grant funding in the LCAP year			\$15,996,441	\$15,981,449	\$16,562,228	\$17,273,517
Projected Additional 15% Concentration Grant funding in the LCAP year			\$1,565,129	\$1,557,335	\$1,611,101	\$1,684,529
Percentage to Increase or Improve Services			25.98%	26.08%	26.24%	26.18%

APPROVED

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

February 24, 2025

SUBJECT: The ratification of disbursements made by California Virtual Academy at Los Angeles from August 2024 through January 2025.

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at Los Angeles ratify the disbursements made by the school from August 2024 through January 2025.

BACKGROUND:

On a monthly basis, California Virtual Academy at Los Angeles 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 2024 through January 2025.

BUDGET IMPLICATIONS:

The total disbursements for the months of August, September, and October were \$5,563,777, \$9,237,827, and \$11,293,933, respectively. The total disbursements for the months of November, December, and January were \$8,707,656, \$5,321,252, and \$10,306,466, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Los Angeles from August 2024 through January 2025.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

Dustin Kepler
Accounts Payable Specialist

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X					X
Stephanie Hansen-Sturm	X					
Dezi Waterhouse	X				X	
Contrina Fields	X					

**California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
August 01, 2024 - August 31, 2024**

Vendor	Description	Total
Insperty	PEO - Payroll Services and HR Admin Services provider	3,503,872.85
Los Angeles County Office	STRS P&I	1,012,204.02
Arthur J Gallagher	Non-resident employer's surety bond	352,677.15
Virtual Technologies Group	Computer equip. & installation	138,576.51
IXL Learning Inc.	Special Education Contracted Services - Professional Language Services	64,351.00
Liminex, Inc	EduLastic Enterprise Service	56,500.00
Solution Tree	Professional Development	46,104.50
TalkingPoints	Special Education Contracted Services	31,200.00
State Board of Equalization	Sales Tax	25,000.00
Classwork Co DBA Classkick	Classkick Pro School Pilot Subscription	20,998.95
Document Tracking Services	Translation Services	19,351.82
AppleOne Employment Services	Temp staffing	16,283.24
Bowlero	Bowlero Activity at 12 Locations	15,995.95
Smile From The Inside, Inc.	HCM Consulting	15,000.00
Dynamic Hope Schools	Special Education Contracted Services	13,694.37
Rids Brother Company Inc	Transportation Services	12,730.00
NCS Pearson, Inc.	Special Education Contracted Services	12,688.31
Effectual Educational Consulting Service	Special Education Services	11,899.90
Crestline Specialties, Inc	Student incentives	11,169.91
Rosetta Stone Ltd.	Rosetta Stone to be used for our Newcomer ELD Program for EL students	11,095.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	9,955.25
Global Online Language Services US Inc.	Online ELD program for high school	8,999.00
Reading Horizons	Online software subscriptions	8,239.19
FusionPlus Inc	MARVIN Sped system	7,500.00
Amazon Capital Services	Staff Office Supplies	7,491.95
EMHSports USA, Inc	Special Education Contracted Services	7,480.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	7,287.50
Passageway Inc.	SAI Services	6,271.60
Green Hasson & Janks LLP	Audit Fees & Professional Services	5,768.00
Del Sol School, Inc	SAI Services	5,694.15
County Fire Protection	Annual Fire Sprinkler Test & Inspection	5,688.00
Robert Half Inc.	Temp staffing	5,297.49
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	4,618.75
Expedited Reports	Expedited Reports for March	4,225.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	3,674.22
DataBasics, Inc.	Expense Report Service	3,520.00
The Back Room Inc	Special Education Contracted Services	3,440.00
UPS	Shipping Expenses	3,392.39
Supreme Facility Services, Inc.	Janitorial services	3,290.00
Vista Del Mar/Vista School	Special Education Contracted Services	3,136.54
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,820.00
Beach Cities Learning Center	Special Education SAI Services	2,686.92
PLUS, LLC	Reading Intervention for SPED student	2,680.00
Specialized Therapy Services Inc	Special Education Contracted Services	2,610.00
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	2,588.36
Barrington Staffing Services	Temp staffing	2,582.86
AT&T Mobility	Telephone Services	2,522.88
EverDriven Technologies LLC	Fuel Surcharge	2,511.81
Adobe Inc.	Adobe license renewal	2,460.00
Southern California Edison	Electricity	2,364.74
Comm-Core LLC	Telephone Services	2,082.52
Expatiate Communications	Special Education Contracted Services	2,049.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	1,986.12
Little Ears Therapy Centers	Special Education Contracted Services	1,695.00
HopSkipDrive, Inc.	Special Education Contracted Services - Transportation	1,673.94
Mystery Science C/O Discovery Education Inc	Annual Membership	1,495.00
Partners in Special Education	Special Education Contracted Services	1,395.00
Grace Speech Therapy Corp.	SLP IEP Attendance	1,279.75
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,277.33
Sovos Compliance LLC	Sovos TIR ACA Manager - Corporate	1,212.60
San Joaquin County Office of Education	Annual Subscription	1,200.00
NASSP	NJHS Membership	1,155.00
Quill Corporation	Office Supplies	1,113.97
City of Simi Valley	Utilities Water Services	1,089.23
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	880.00
Verizon Wireless	Telephone Services	818.24

The Stepping Stones Group LLC	Special Education Contracted Services	795.00
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	703.14
Bridge The Gap Sped, LLC	Special Education Contracted Services	650.00
Speech Guy, LLC	Special Education Contracted Services	642.92
Crisis Prevention Institute	Annual Membership fee	600.00
Carmen Gomez Ruiz	Gardening Services	600.00
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	551.33
Sparkletts	Office Drinking Water	510.61
Waste Management	Dumpster Services	420.38
Everon, LLC	Security Monitoring Services	419.61
ADT Commercial	Service Protection	415.43
Pitney Bowes Purchase Power	Postage	412.26
Stepping Stones Therapy	Special Education Contracted Services	343.75
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	284.75
McColgan and Associates, INC.	Special Education Contracted Services	280.00
VC Tax Collector	Unsecured Taxes	259.21
Western Exterminator Company	Pest Control Maintenance	249.60
Paper Recycling & Shredding	Documents Shredding	216.00
Certified Languages International	Special Education Contracted Services	174.00
Readability	Computer Tutor App for student	139.99
Doctors Wellness Company LLC dba WellnessMart MD	Special Education Contracted Services	124.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	122.00
Sally Gonzalez	Special Education Professional Services	100.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	93.75
Oxford Consulting Services	Special Education Contracted Services	54.00
Kadant, LLC	Special Education Contracted Services	22.67
Grand Total		5,563,777.18

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
August 01, 2024 - August 31, 2024

Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	(880.00)
Bill Payment #35666 - Marnie J Young dba Adapted Child's Play(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00447		880.00
	Bill Payment	08/22/2024	35666		0.00
					(171.59)
Bill Payment #35656 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	08/21/2024	1394-CPNL-694V		(129.40)
	Bill	08/21/2024	13HN-JGDX-YG9Y		(75.76)
	Bill	08/21/2024	19X6-W6WN-996M		(128.21)
	Bill	08/21/2024	1PNT-T6KQ-91DR		(23.12)
	Bill	08/21/2024	1QKV-4YYC-7NGG		528.08
	Bill Payment	08/22/2024	35656		(190.31)
Bill Payment #35628 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	08/14/2024	17QQ-GM9L-96YW		(300.60)
	Bill	08/14/2024	17T6-314P-93PF		(86.89)
	Bill	08/14/2024	193V-HQT4-4LLT		(131.19)
	Bill	08/14/2024	1CQR-NCLH-GT6P		(76.46)
	Bill	08/14/2024	1CVL-971W-1TM3		(47.69)
	Bill	08/14/2024	1GKG-P7LS-6J7J		(88.09)
	Bill	08/14/2024	1KC9-4PHW-49H3		(305.48)
	Bill	08/14/2024	1KKJ-PCPM-HKMVW		(128.21)
	Bill	08/14/2024	1L3J-37YK-1K3N		(251.25)
	Bill	08/14/2024	1LCM-DYDY-GTT6		(108.43)
	Bill	08/14/2024	1MYX-99KK-73MT		(104.73)
	Bill	08/14/2024	1PCL-31DF-3MXR		(150.58)
	Bill	08/14/2024	1PTV-FXTC-4V67		(24.12)
	Bill	08/14/2024	1RFJ-TY13-6R6C		(102.35)
	Bill	08/14/2024	1VGQ-FMLV-3NCD		(102.35)
	Bill	08/14/2024	1XTW-1YLY-GKJG		2,198.73
	Bill Payment	08/15/2024	35628		(86.09)
Bill Payment #35588 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	08/07/2024	11WK-VPXY-QT44		(112.05)
	Bill	08/07/2024	13YC-HMRF-JFPV		(168.91)
	Bill	08/07/2024	1464-9L3H-44LR		(300.60)
	Bill	08/07/2024	14WV-GXGX-RHJ4		(138.64)
	Bill	08/07/2024	17JF-RXYC-7PLT		(104.73)
	Bill	08/07/2024	17XQ-RJMH-GNM3		(178.33)
	Bill	08/07/2024	19GN-FGM1-93XV		(140.71)
	Bill	08/07/2024	19PW-G3DN-17WM		(255.69)
	Bill	08/07/2024	19W1-JWGC-6HR1		(173.99)
	Bill	08/07/2024	19X3-CVVH-HTV4		(165.25)
	Bill	08/07/2024	1CXJ-61WD-R7M7		(214.30)
	Bill	08/07/2024	1GRF-634W-Q3DF		(251.83)
	Bill	08/07/2024	1GRF-634W-R6QD		(283.12)
	Bill	08/07/2024	1HRL-HHDV-JMKD		(307.58)
	Bill	08/07/2024	1HXX-RLYW-TQDJ		(86.89)
	Bill	08/07/2024	1JCL-X9RL-1F9M		(176.39)
	Bill	08/07/2024	1KCR-FTGT-T677		(176.69)
	Bill	08/07/2024	1LXQ-G69V-139D		(16.20)
	Bill	08/07/2024	1MQ9-L63P-14Q9		(103.30)
	Bill	08/07/2024	1NQM-WFQL-HHTF		(254.27)
	Bill	08/07/2024	1RLP-CLHT-RQLH		(75.41)
	Bill	08/07/2024	1WX9-9KRJ-GYQY		(470.21)
	Bill	08/07/2024	1YRQ-VPM9-WP3J		(130.29)
	Bill	08/07/2024	1YVN-1GHJ-GNT3		(86.09)
	Bill	08/07/2024	1YVN-1GHJ-RFDM		(307.58)
	Bill	08/07/2024	1YVN-1GHJ-T646		4,765.14
	Bill Payment	08/08/2024	35588		0.00
					(447.90)
Bill Payment #35633 - Barrington Staffing Services(CAVA@LA)	Bill	08/21/2024	LLC 43921		447.90
	Bill Payment	08/22/2024	35633		(440.58)
Bill Payment #35560 - Barrington Staffing Services(CAVA@LA)	Bill	08/07/2024	LLC 43862		(429.30)
	Bill	08/07/2024	LLC 43879		(1,265.08)
	Bill	08/07/2024	LLC 43899		2,134.96
	Bill Payment	08/08/2024	35560		0.00
					(600.00)
Bill Payment #35561 - Carmen Gomez Ruiz(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 3006		600.00
	Bill Payment	08/08/2024	35561		0.00
					(5,500.00)
Bill Payment #35637 - Document Tracking Services(CAVA@LA)	Bill	08/21/2024	LLC 9306516		5,500.00
	Bill Payment	08/22/2024	35637		(975.00)
Bill Payment #35619 - Document Tracking Services(CAVA@LA)	Bill	08/14/2024	LLC FT9306534		(12,876.82)
	Bill	08/14/2024	LLC T-930650075		

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
August 01, 2024 - August 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35619 - Document Tracking	Bill Payment	08/15/2024	35619		13,851.82
Bill Payment #35661 - Effectual Educational Consulting Service(CAVA@LA)					0.00
	Bill	08/21/2024	INV-08507		(120.00)
	Bill	08/21/2024	INV-08513		
	Bill	08/21/2024	INV-08515		(120.00)
	Bill	08/21/2024	INV-08518		(270.00)
	Bill	08/21/2024	INV-08522		(510.00)
	Bill	08/21/2024	INV-08524		(487.50)
	Bill	08/21/2024	INV-08525		(400.00)
	Bill Payment	08/22/2024	35661		(1,172.40)
Bill Payment #35568 - Effectual Educational Consulting Service(CAVA@LA)					3,079.90
	Bill	08/07/2024	LLC 12083		(5,880.00)
	Bill	08/07/2024	LLC 12594		
	Bill Payment	08/08/2024	35568		(2,940.00)
					8,820.00
Bill Payment #35570 - FusionPlus Inc(CAVA@LA)	Bill	08/07/2024	LLC INV-1013		0.00
	Bill Payment	08/08/2024	35570		(7,500.00)
					7,500.00
Bill Payment #35571 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)					0.00
	Bill	08/07/2024	LLC 11671		(6,275.00)
	Bill	08/07/2024	LLC 11727		
	Bill Payment	08/08/2024	35571		(1,012.50)
					7,287.50
Bill Payment #35601 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
	Bill	08/07/2024	INV-06803		
	Bill	08/07/2024	INV-06804		(721.68)
	Bill	08/07/2024	INV-06805		(554.44)
	Bill Payment	08/08/2024	35601		1,986.12
					0.00
Bill Payment #35646 - Paper Recycling & Shredding(CAVA@LA)	Bill	08/21/2024	LLC 580599		(108.00)
	Bill Payment	08/22/2024	35646		
Bill Payment #35575 - Paper Recycling & Shredding(CAVA@LA)					108.00
	Bill	08/07/2024	LLC 579552		(108.00)
	Bill Payment	08/08/2024	35575		
					108.00
Bill Payment #35603 - Partners in Special Education(CAVA@LA)					0.00
	Bill	08/07/2024	INV-01090		(1,395.00)
	Bill Payment	08/08/2024	35603		
					1,395.00
Bill Payment #35609 - Speech Guy, LLC(CAVA @ Los Angeles)					0.00
	Bill	08/07/2024	INV-01067		(642.92)
	Bill Payment	08/08/2024	35609		
					642.92
Bill Payment #35606 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)					0.00
	Bill	08/07/2024	INV-00878		(1,277.33)
	Bill Payment	08/08/2024	35606		
					1,277.33
Bill Payment #35653 - UPS(CAVA@LA)	Bill	08/21/2024	LLC 000073Y68E334		0.00
	Bill	08/21/2024	LLC 0000V9159W334		(553.52)
	Bill Payment	08/22/2024	35653		(726.73)
Bill Payment #35626 - UPS(CAVA@LA)	Bill	08/14/2024	LLC 000073Y68E324		1,280.25
	Bill	08/14/2024	LLC 0000V9159W324		(421.07)
	Bill Payment	08/15/2024	35626		(584.04)
Bill Payment #35584 - UPS(CAVA@LA)	Bill	08/07/2024	LLC 000073Y68E304		1,005.11
	Bill	08/07/2024	LLC 000073Y68E314		(205.35)
	Bill	08/07/2024	LLC 0000V9159W304		(385.12)
	Bill	08/07/2024	LLC 0000V9159W314		(177.90)
	Bill Payment	08/08/2024	35584		(338.66)
					1,107.03
Bill Payment #35670 - Virtual Technologies Group(CAVA@LA)					0.00
	Bill	08/21/2024	210413		(4,361.24)
	Bill	08/21/2024	210414		
	Bill	08/21/2024	210425		(157.32)
	Bill	08/21/2024	210478		(2,971.93)
	Bill	08/21/2024	210486		(2,219.06)
	Bill	08/21/2024	210492		(7,532.79)
	Bill	08/21/2024	210493		(2,338.88)
	Bill Payment	08/22/2024	35670		(1,502.79)
Bill Payment #35654 - Virtual Technologies Group(CAVA@LA)					21,084.01
	Bill	08/21/2024	LLC 210469		(79,960.65)
	Bill Payment	08/22/2024	35654		
Bill Payment #35631 - Virtual Technologies Group(CAVA@LA)					79,960.65
	Bill	08/14/2024	210264		(157.32)
	Bill	08/14/2024	210265		
					(2,251.31)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35631 - Virtual Technologies	Bill	08/14/2024	210275		(2,251.31)
	Bill	08/14/2024	210282		(1,125.65)
	Bill	08/14/2024	210284		(1,485.97)
	Bill	08/14/2024	210289		(314.63)
	Bill	08/14/2024	210301		(1,128.08)
	Bill	08/14/2024	210303		(160.47)
	Bill Payment	08/15/2024	35631		8,874.74
Bill Payment #35612 - Virtual Technologies Group(CAVA@LA)					(1,457.41)
	Bill	08/07/2024	209828		(2,258.64)
	Bill	08/07/2024	209830		(2,878.27)
	Bill	08/07/2024	209843		(1,129.32)
	Bill	08/07/2024	209846		(136.49)
	Bill	08/07/2024	209851		(157.32)
	Bill	08/07/2024	209918		(1,457.41)
	Bill	08/07/2024	209920		(157.32)
	Bill	08/07/2024	209924		(157.32)
	Bill	08/07/2024	209929		(1,129.32)
	Bill	08/07/2024	209966		(1,457.41)
	Bill	08/07/2024	210154		(1,457.41)
	Bill	08/07/2024	210156		(2,914.83)
	Bill	08/07/2024	210161		(157.32)
	Bill	08/07/2024	210228		(1,125.65)
	Bill	08/07/2024	210230		(10,625.67)
	Bill	08/07/2024	210235		28,657.11
	Bill Payment	08/08/2024	35612		(0.00)
					0.00
					(0.00)
					(167.38)
Bill Payment #35587 - Waste Management(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 6958079-0283-5		(253.00)
	Bill	08/07/2024	LLC 6958095-0283-1		420.38
	Bill Payment	08/08/2024	35587		0.00
Bill Payment #35586 - Verizon Wireless(CAVA@LA)	Bill	08/07/2024	LLC 9970605340		(818.24)
	Bill Payment	08/08/2024	35586		818.24
					0.00
Bill Payment #35657 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	08/21/2024	INV-07062		(250.00)
	Bill	08/21/2024	INV-07076		1,559.67
	Bill Payment	08/22/2024	35657		(70.00)
Bill Payment #35589 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	08/07/2024	INV-07039		(7,732.50)
	Bill	08/07/2024	INV-07042		(175.00)
	Bill	08/07/2024	INV-07055		(418.08)
	Bill	08/07/2024	INV-07059		8,395.58
	Bill Payment	08/08/2024	35589		0.00
					(4,618.75)
Bill Payment #35593 - Communicology, Inc., DBA Connect Teletherapy(CAVA @ Los Angeles)	Bill	08/07/2024	INV-01534		4,618.75
	Bill Payment	08/08/2024	35593		0.00
Bill Payment #35616 - Comm-Core LLC(CAVA@LA)	Bill	08/14/2024	LLC 1091160		(2,082.52)
	Bill Payment	08/15/2024	35616		2,082.52
					0.00
					(174.00)
Bill Payment #35615 - Certified Languages International(CAVA@LA)	Bill	08/14/2024	LLC 74586073124		174.00
	Bill Payment	08/15/2024	35615		0.00
					(122.00)
Bill Payment #35664 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00335		122.00
	Bill Payment	08/22/2024	35664		0.00
					(24,413.91)
Bill Payment #ACH 08.22.2024 - State Board of Equalization(CAVA@LA)	Bill	07/30/2024	LA_JUL 2024 Use Tax	LA_Matrls/Comptr Use Tax_JUL 2024	(586.09)
	Bill	08/22/2024	LA_JUL 2024 Use Tax Adj.	LA_Comptr/Matrls Use Tax_JUL 2024 Adj.	25,000.00
	Bill Payment	08/22/2024	ACH 08.22.2024	LA_Comptr/Matrls Use Tax_JUL 2024 & Adj.	0.00
					(3,290.00)
Bill Payment #35581 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 4040		3,290.00
	Bill Payment	08/08/2024	35581		0.00
					(1,219.75)
Bill Payment #35663 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00907		1,219.75
	Bill Payment	08/22/2024	35663		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35597 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00905		(60.00)
	Bill Payment	08/08/2024	35597		60.00
					0.00
Bill Payment #35620 - Quill Corporation(CAVA@LA)	Bill	08/14/2024	LLC 39845233		(1,113.97)
	Bill Payment	08/15/2024	35620		1,113.97
					0.00
Bill Payment #35614 - AT&T Mobility(CAVA@LA)	Bill	08/14/2024	LLC 2064403907		(1,748.36)
	Bill Payment	08/15/2024	35614		1,748.36
Bill Payment #35559 - AT&T Mobility(CAVA@LA)	Bill	08/07/2024	LLC 80557846671578 072824		(774.52)
	Bill Payment	08/08/2024	35559		774.52
					0.00
Bill Payment #35652 - The Back Room Inc(CAVA @ Los Angeles)	Bill	08/21/2024	LLC INV-3074		(3,440.00)
	Bill Payment	08/22/2024	35652		3,440.00
					0.00
Bill Payment #ACH 08.08-09.24, 08.21-22.24, 08.29-30.24 - Insperity(CAVA@LA)	Bill	08/30/2024	LA_AUG'24 PYRL #200	LA_AUG 2024 Pyrl (Acct# End 200)	(2,625,143.80)
	Bill Payment	08/30/2024	ACH 08.08-09.24, 08.21-22.24, 08.29-30.24	LA_AUG 2024 Pyrl (Acct# End 200)	2,625,143.80
Bill Payment #ACH 08.08.2024, 08.15.2024, 08.22.2024 - Insperity(CAVA@LA)	Bill	08/30/2024	LA_AUG'24 PYRL #201	LA_AUG 2024 Payroll (Acct# End 201)	(878,729.05)
	Bill Payment	08/30/2024	ACH 08.08.2024, 08.15.2024, 08.22.2024	LA_AUG 2024 Payroll (Acct# End 201)	878,729.05
					0.00
Bill Payment #35632 - AppleOne Employment Services(CAVA@LA)	Bill	08/21/2024	LLC 01-6931563		(851.92)
	Bill Payment	08/22/2024	35632		851.92
Bill Payment #35613 - AppleOne Employment Services(CAVA@LA)	Bill	08/14/2024	LLC 01-6927579		(4,600.27)
	Bill Payment	08/15/2024	35613		4,600.27
Bill Payment #35558 - AppleOne Employment Services(CAVA@LA)	Bill	08/07/2024	LLC 01-6918870		(5,414.30)
	Bill	08/07/2024	LLC 01-6923923		(5,416.75)
	Bill Payment	08/08/2024	35558		10,831.05
					0.00
Bill Payment #35567 - Doctors Wellness Company LLC dba WellnessMart MD(CAVA @ Los Angeles)	Bill	08/07/2024	LLC INV-4252		(124.00)
	Bill Payment	08/08/2024	35567		124.00
					0.00
Bill Payment #35623 - Solution Tree(CAVA @ Los Angeles)	Bill	08/14/2024	LLC QS128372		(1,244.50)
	Bill Payment	08/15/2024	35623		1,244.50
Bill Payment #35579 - Solution Tree(CAVA @ Los Angeles)	Bill	08/07/2024	LLC S303943		(25,960.00)
	Bill	08/07/2024	LLC S305211		(14,700.00)
	Bill	08/07/2024	LLC S305652		(4,200.00)
	Bill Payment	08/08/2024	35579		44,860.00
					0.00
Bill Payment #35591 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00770		(260.00)
	Bill	08/07/2024	INV-00772		(46.00)
	Bill	08/07/2024	INV-00774		(47.00)
	Bill	08/07/2024	INV-00776		(50.00)
	Bill	08/07/2024	INV-00777		(50.00)
	Bill	08/07/2024	INV-00778		(98.33)
	Bill Payment	08/08/2024	35591		551.33
					0.00
Bill Payment #35610 - Stepping Stones Therapy(CAVA@LA)	Bill	08/07/2024	INV-00617		(343.75)
	Bill Payment	08/08/2024	35610		343.75
					0.00
Bill Payment #35669 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00452		(97.50)
	Bill Payment	08/22/2024	35669		97.50
Bill Payment #35583 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	08/07/2024	LLC M0207858-1		(697.50)
	Bill Payment	08/08/2024	35583		697.50
					0.00
Bill Payment #35624 - Southern California Edison(CAVA@LA)	Bill	08/14/2024	LLC 700203189681 081224		(2,364.74)
	Bill Payment	08/15/2024	35624		2,364.74
					0.00
Bill Payment #35618 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	08/14/2024	LLC 82916124		(2,588.36)
	Bill Payment	08/15/2024	35618		2,588.36
					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #LA-ACH 08/29 STRS - Los Angeles County Office(CAVA@LA)	Bill	08/30/2024	LA Aug24 STRS/ PERS	LA Aug24 STRS/ PERS	(1,012,204.02)
	Bill Payment	08/29/2024	LA-ACH 08/29 STRS	LA Aug24 STRS/ PERS	1,012,204.02
					0.00
Bill Payment #35566 - DataBasics, Inc.(CAVA@LA)	Bill	08/07/2024	LLC 0813575		(3,520.00)
	Bill Payment	08/08/2024	35566		3,520.00
					0.00
Bill Payment #35557 - ADT Commercial(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 155659523		(415.43)
	Bill Payment	08/08/2024	35557		415.43
					0.00
Bill Payment #35648 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	08/21/2024	LLC 8000-9090-1005-2145		(412.26)
	Bill Payment	08/22/2024	081624		412.26
			35648		0.00
Bill Payment #35580 - Sparkletts(CAVA@LA)	Bill	08/07/2024	LLC 15182654 012124		(205.34)
	Bill	08/07/2024	LLC 15182654 080424		(305.27)
	Bill Payment	08/08/2024	35580		510.61
					0.00
Bill Payment #35627 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	08/14/2024	INV-00329		(93.75)
	Bill Payment	08/15/2024	35627		93.75
					0.00
Bill Payment #35658 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00850		(222.25)
	Bill Payment	08/22/2024	35658		222.25
					(62.50)
Bill Payment #35590 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00844		62.50
	Bill Payment	08/08/2024	35590		0.00
					(621.72)
Bill Payment #35672 - Braille Abilities, LLC(CAVA @ Los Angeles)	Bill	06/07/2024	INV-00198		
	Bill	06/07/2024	INV-00197		(1,402.50)
	Bill	06/07/2024	INV-00202		(1,355.75)
	Bill	06/17/2024	INV-00205		(294.25)
	Bill Payment	08/30/2024	35672	Rplc Ck#35284	3,674.22
					0.00
					(22.67)
Bill Payment #35665 - Kadiant, LLC(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00147		22.67
	Bill Payment	08/22/2024	35665		0.00
					(249.60)
Bill Payment #35655 - Western Exterminator Company(CAVA@LA)	Bill	08/21/2024	LLC 66130506		249.60
	Bill Payment	08/22/2024	35655		0.00
					(5,694.15)
Bill Payment #35594 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	08/07/2024	072024		5,694.15
	Bill Payment	08/08/2024	35594		0.00
					(13,694.37)
Bill Payment #35660 - Dynamic Hope Schools(CAVA @ Los Angeles)	Bill	08/21/2024	1074		13,694.37
	Bill Payment	08/22/2024	35660		0.00
					(2,511.81)
Bill Payment #35662 - EverDriven Technologies LLC(CAVA @ Los Angeles)	Bill	08/21/2024	56423		2,511.81
	Bill Payment	08/22/2024	35662		0.00
					(1,673.94)
Bill Payment #35598 - HopSkipDrive, Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	22699		1,673.94
	Bill Payment	08/08/2024	35598		0.00
					(3,136.54)
Bill Payment #35671 - Vista Del Mar/Vista School (NPS)(CAVA @ Los Angeles)	Bill	08/21/2024	0724-ESY		3,136.54
	Bill Payment	08/22/2024	35671		0.00
					(15,000.00)
Bill Payment #ACH 08.09.22024 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 2205		15,000.00
	Bill Payment	08/09/2024	ACH 08.09.22024	Wire: FED:08091187033R001576	0.00
					(5,768.00)
Bill Payment #35629 - Green Hasson & Janks LLP(CAVA@LA)	Bill	08/14/2024	93932		5,768.00
	Bill Payment	08/15/2024	35629		0.00
					(12,730.00)
Bill Payment #35607 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	08/07/2024	1424		

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Bill Payment #35607 - Rids Brother Company	Bill Payment	08/08/2024	35607		12,730.00
					0.00
Bill Payment #35635 - City of Simi Valley(CAVA @ Los Angeles)	Bill	08/21/2024	LLC 70816845		(1,089.23)
	Bill Payment	08/22/2024	35635		1,089.23
					0.00
Bill Payment #35650 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	08/21/2024	LLC 63966771		(1,594.40)
	Bill Payment	08/22/2024	35650		1,594.40
					(1,409.63)
Bill Payment #35621 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	08/14/2024	LLC 63917598		(319.20)
	Bill	08/14/2024	LLC 63938441		1,728.83
	Bill Payment	08/15/2024	35621		(563.92)
Bill Payment #35577 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 63859799		(1,410.34)
	Bill	08/07/2024	LLC 63889668		1,974.26
	Bill Payment	08/08/2024	35577		0.00
Bill Payment #35659 - Beach Cities Learning Center(CAVA @ Los Angeles)	Bill	08/21/2024	LIS0026007 Birchfield		(1,151.04)
	Bill	08/21/2024	LIS0026007 Sanchez		(1,535.88)
	Bill Payment	08/22/2024	35659		2,686.92
					0.00
Bill Payment #35596 - Expatiate Communications(CAVA@LA)	Bill	08/07/2024	INV-00061		(683.00)
	Bill	08/07/2024	INV-00064		(683.00)
	Bill	08/07/2024	INV-00065		(683.00)
	Bill Payment	08/08/2024	35596		2,049.00
					0.00
Bill Payment #35604 - Passageway Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	072024 Cervantez		(6,271.60)
	Bill Payment	08/08/2024	35604		6,271.60
					0.00
Bill Payment #35611 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00448		(703.14)
	Bill Payment	08/08/2024	35611		703.14
					0.00
Bill Payment #35563 - County Fire Protection(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 24-30780		(5,688.00)
	Bill Payment	08/08/2024	35563		5,688.00
					0.00
Bill Payment #35576 - Reading Horizons(CAVA @ Los Angeles)	Bill	08/07/2024	LLC INV70644		(8,239.19)
	Bill Payment	08/08/2024	35576		8,239.19
					0.00
Bill Payment #Web Pymnt 08.08.2024 - Arthur J Gallagher(CAVA@LA)	Bill	08/07/2024	LLC 5218719		(352,677.15)
	Bill Payment	08/08/2024	Web Pymnt 08.08.2024	Ref# B2422171963433	352,677.15
					0.00
Bill Payment #35574 - NCS Pearson, Inc.(CAVA@LA)	Bill	08/07/2024	LLC 25711004		(12,688.31)
	Bill Payment	08/08/2024	35574		12,688.31
					0.00
Bill Payment #35556 - Adobe Inc.(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 2827897543		(2,460.00)
	Bill Payment	08/08/2024	35556		2,460.00
					0.00
Bill Payment #35562 - Classwork Co DBA Classkick(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 2021-12193		(20,998.95)
	Bill Payment	08/08/2024	35562		20,998.95
					0.00
Bill Payment #35564 - Crestline Specialties, Inc(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 3960355		(10,385.21)
	Bill	08/07/2024	LLC 3979299		(784.70)
	Bill Payment	08/08/2024	35564		11,169.91
					0.00
Bill Payment #35617 - Crisis Prevention Institute(CAVA@LA)	Bill	08/14/2024	LLC NAIN-100806		(200.00)
	Bill	08/14/2024	LLC NAIN-100821		(200.00)
	Bill Payment	08/15/2024	35617		400.00
Bill Payment #35565 - Crisis Prevention Institute(CAVA@LA)	Bill	08/07/2024	LLC NAIN-094436		(200.00)
	Bill Payment	08/08/2024	35565		200.00
					0.00
Bill Payment #35569 - Expedited Reports(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 1138		(4,225.00)

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Bill Payment #35569 - Expedited Reports(CAVA @ Los Angeles)	Bill Payment	08/08/2024	35569		4,225.00
					0.00
Bill Payment #35572 - Mystery Science C/O Discovery Education Inc(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 247232		(1,495.00)
	Bill Payment	08/08/2024	35572		1,495.00
					0.00
Bill Payment #35573 - NASSP(CAVA@LA)	Bill	08/07/2024	LLC 9001789537		(385.00)
	Bill	08/07/2024	LLC 9001789538		(385.00)
	Bill	08/07/2024	LLC 9001789539		(385.00)
	Bill Payment	08/08/2024	35573		1,155.00
					0.00
Bill Payment #35578 - San Joaquin County Office of Education(CAVA@LA)	Bill	08/07/2024	LLC 243380		(1,200.00)
	Bill Payment	08/08/2024	35578		1,200.00
					0.00
Bill Payment #35582 - TalkingPoints(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 3568		(31,200.00)
	Bill Payment	08/08/2024	35582		31,200.00
					0.00
Bill Payment #35585 - VC Tax Collector(CAVA @ Los Angeles)	Bill	08/07/2024	LLC 202402000147		(259.21)
	Bill Payment	08/08/2024	35585		259.21
					0.00
Bill Payment #35592 - Bridge The Gap Sped, LLC(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00194		(650.00)
	Bill Payment	08/08/2024	35592		650.00
					0.00
Bill Payment #35595 - EMHSports USA, Inc(CAVA@LA)	Bill	08/07/2024	INV-03671		(510.00)
	Bill	08/07/2024	INV-03672		(680.00)
	Bill	08/07/2024	INV-03673		(510.00)
	Bill	08/07/2024	INV-03675		(680.00)
	Bill	08/07/2024	INV-03679		(510.00)
	Bill	08/07/2024	INV-03685		(680.00)
	Bill	08/07/2024	INV-03686		(510.00)
	Bill	08/07/2024	INV-03689		(680.00)
	Bill	08/07/2024	INV-03690		(1,360.00)
	Bill	08/07/2024	INV-03691		(1,360.00)
	Bill Payment	08/08/2024	35595		7,480.00
					0.00
Bill Payment #35599 - Little Ears Therapy Centers(CAVA@LA)	Bill	08/07/2024	INV-00154		(1,695.00)
	Bill Payment	08/08/2024	35599		1,695.00
					0.00
Bill Payment #35600 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	08/07/2024	INV-00627		(2,820.00)
	Bill Payment	08/08/2024	35600		2,820.00
					0.00
Bill Payment #35602 - Oxford Consulting Services(CAVA@LA)	Bill	08/07/2024	INV-01655		(27.00)
	Bill	08/07/2024	INV-01657		(27.00)
	Bill Payment	08/08/2024	35602		54.00
					0.00
					(880.00)
Bill Payment #35605 - PLUS, LLC(CAVA @ Los Angeles)	Bill	08/07/2024	001		
	Bill	08/07/2024	002		(1,800.00)
	Bill Payment	08/08/2024	35605		2,680.00
					0.00
Bill Payment #35668 - Specialized Therapy Services Inc(CAVA@LA)	Bill	08/21/2024	INV-01235		(1,610.00)
	Bill Payment	08/22/2024	35668		1,610.00
Bill Payment #35608 - Specialized Therapy Services Inc(CAVA@LA)	Bill	08/07/2024	INV-01241		(1,000.00)
	Bill Payment	08/08/2024	35608		1,000.00
					0.00
Bill Payment #Wire 08.09.20204 - Readability(CAVA @ Los Angeles)	Bill	08/07/2024	7300		(139.99)
	Bill Payment	08/09/2024	Wire 08.09.20204	FED:08091B7033R001572	139.99
					0.00
					(11,095.00)
Bill Payment #35622 - Rosetta Stone Ltd.(CAVA@LA)	Bill	08/14/2024	LLC R5507491		
	Bill Payment	08/15/2024	35622		11,095.00
					0.00
Bill Payment #35625 - Sovos Compliance LLC(CAVA @ Los Angeles)	Bill	08/14/2024	LLC INV-SCL-159965		(1,212.60)
	Bill Payment	08/15/2024	35625		1,212.60
					0.00

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
August 01, 2024 - August 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35630 - McColgan and Associates, INC.(CAVA@LA)	Bill	08/14/2024	INV-00663		(280.00)
	Bill Payment	08/15/2024	35630		280.00
					0.00
Bill Payment #35634 - Bowlero(CAVA @ Los Angeles)	Bill	08/21/2024	LLC 073124		(15,995.95)
	Bill Payment	08/22/2024	35634		15,995.95
					0.00
Bill Payment #35639 - Everon, LLC(CAVA @ Los Angeles)	Bill	08/21/2024	LLC 156002503		(419.61)
	Bill Payment	08/22/2024	35639		419.61
					0.00
Bill Payment #35641 - Global Online Language Services US Inc.(CAVA @ Los Angeles)	Bill	08/21/2024	LLC INV-14062777430		(8,999.00)
	Bill Payment	08/22/2024	35641		8,999.00
					0.00
Bill Payment #35642 - IXL Learning Inc.(CAVA @ Los Angeles)	Bill	08/21/2024	LLC S507431		(64,351.00)
	Bill Payment	08/22/2024	35642		64,351.00
					0.00
Bill Payment #35644 - Liminex, Inc(CAVA @ Los Angeles)	Bill	08/21/2024	LLC INV-118269		(56,500.00)
	Bill Payment	08/22/2024	35644		56,500.00
					0.00
Bill Payment #35667 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	08/21/2024	INV-00258		(100.00)
	Bill Payment	08/22/2024	35667		100.00
					0.00
					0.00
Total					5,563,777.18

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Arthur J Gallagher	106,054.33
Virtual Technologies Group	24,045.14
Liminex, Inc	19,429.98
IXL Learning Inc.	12,738.62
TalkingPoints	11,562.16
Solution Tree	11,353.27
Classwork Co DBA Classkick	7,221.40
Bowlero	6,040.62
AppleOne Employment Services	4,383.62
Crestline Specialties, Inc	4,218.14
Rosetta Stone LLC	4,189.85
Smile From The Inside, Inc.	4,038.16
NCS Pearson, Inc.	3,456.13
Global Online Language Services US Inc.	3,398.33
Document Tracking Services	3,195.15
Reading Horizons	2,551.82
Effectual Educational Consulting Service	2,402.45
FusionPlus Inc	2,019.08
Law Offices of Young, Minney & Corr, LLP	1,895.75
County Fire Protection	1,531.27
Robert Half Inc.	1,426.14
Expedited Reports	1,150.83
DataBasics, Inc.	947.62
The Back Room Inc	926.09
UPS	919.07
Supreme Facility Services, Inc.	885.70
Amazon	847.94
De Lage Landen Financial Services Inc.	696.81
Barrington Staffing Services	695.33
AT&T Mobility	679.19
Adobe Inc.	662.26
Southern California Edison	636.61
Comm-Core	560.64
Mystery Science C/O Discovery Education Inc	514.12
NASSP	436.17
Sovos Compliance LLC	326.45
San Joaquin County Office of Education	323.05
Quill Corporation	299.89
City of Simi Valley	293.23
Red Robin	234.51
Verizon Wireless	220.28
The Stepping Stones Group LLC	216.03

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Carmen Gomez Ruiz	161.53
Crisis Prevention Institute	161.53
Sparkletts	137.46
Waste Management	113.17
Everon, LLC	112.96
ADT Commercial	111.84
Pitney Bowes Bank Inc Purchase Power	110.98
Bill.com	110.72
Viva La Pasta	92.39
VC Tax Collector	69.78
Western Exterminator Company	67.20
Successories.com	65.81
Paper Recycling & Shredding	58.15
Doctors Wellness Company LLC dba WellnessMart MD	33.38
Target	19.38
Grand Total	251,049.55

Transaction Details
CAVA @ Los Angeles[illegible]

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3074	July (7/31)	3,440.00	926.09
The Back Room Inc Total	Outside Service-General Total					3,440.00	926.09
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6918870 LLC 01-6923923 LLC 01-6927579 LLC 01-6931563	July (7/20) July (7/27) August (8/07) August (8/14)	5,414.30 5,416.75 4,600.27 851.92	1,457.59 1,458.25 1,238.44 229.35
AppleOne Employment Services Total	Outside Service Total					16,283.24	4,383.62
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4252	July (7/31)	124.00	33.38
Doctors Wellness Company LLC dba WellnessMart MD Total	Outside Service-General Total					124.00	33.38
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24088107167	August	1,439.00	110.72
Bill.com Total	Dues and Memberships Total					1,439.00	110.72
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 081224	July	2,364.74	636.61
Southern California Edison Total	Utilities Total					2,364.74	636.61
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC 5303943 LLC 5305211 LLC Q5128372 LLC 5305652	July (7/08) July (7/29) August (8/07) July (7/31)	14,700.00 1,244.50 4,200.00 4,200.00	3,589.69 303.90 1,120.34 1,120.34
Solution Tree Total	Teacher Training Total		630 Title III			46,104.50	11,353.27
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 82916124	August	2,588.36	696.81
De Lage Landen Financial Services Inc. Total	Equipment Rental Expense Total					2,588.36	696.81
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813575	August	3,520.00	947.62
DataBasics, Inc. Total	Outside Service-General Total					3,520.00	947.62
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 155659523	August	415.43	111.84
ADT Commercial Total	Operations and Housekeeping Services Total					415.43	111.84
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-5090-1005-2145 081624	August	412.26	110.98
Pitney Bowes Bank Inc Purchase Power Total	Postage Total					412.26	110.98
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 012124 LLC 15182654 080424	January (1/21) August (8/04)	205.34 305.27	55.28 82.18
Sparkletts Total	Office Expense Total					510.61	137.46
The Stepping Stones Group LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC M0207858-1	June (6/05)	697.50	216.03
The Stepping Stones Group LLC Total	Subagreements for Services Total					697.50	216.03
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2205	August	15,000.00	4,038.16
Smile From The Inside, Inc. Total	Outside Service-General Total					15,000.00	4,038.16
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 66130506	August (8/07)	249.60	67.20
Western Exterminator Company Total	Operations and Housekeeping Services Total					249.60	67.20
Successories.com	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	S440657 SO-622633 / S440657	July August	122.23 122.23	32.91 32.91
Successories.com Total	Office Expense Total					244.46	65.81
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 70816845	August (8/14)	1,089.23	293.23
City of Simi Valley Total	Utilities Total					1,089.23	293.23
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 63859799 LLC 63889668 LLC 63917598 LLC 63938441 LLC 63966771	July (7/23) July (7/30) August (8/02) August (8/09) August (8/16)	563.92 1,410.34 1,409.63 319.20 1,594.40	151.81 379.68 379.49 85.93 429.23
Robert Half Inc. Total	Outside Service Total					5,297.49	1,426.14
County Fire Protection	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 24-30780	August (8/05)	5,688.00	1,531.27
County Fire Protection Total	Outside Service-General Total					5,688.00	1,531.27
Reading Horizons	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV70644	July (7/24)	8,239.19	2,551.82
Reading Horizons Total	Non K12 Curriculum Total					8,239.19	2,551.82
Arthur J Gallagher	Prepaid Other	13514 Prepaid Other	101 General	LLC 5218719	July (7/19)	352,677.15	106,054.33
Arthur J Gallagher Total	Prepaid Other Total					352,677.15	106,054.33
NCS Pearson, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 25711004	July (7/22)	12,688.31	3,456.13
NCS Pearson, Inc. Total	Non K12 Curriculum Total					12,688.31	3,456.13
Adobe Inc.	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 2827897543	July (7/24)	2,460.00	662.26
Adobe Inc. Total	Dues and Memberships Total					2,460.00	662.26

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Classwork Co DBA Classkick	Prepaid Other	13514 Prepaid Other	840 LREBG	LLC 2021-12193	July (7/24)	20,998.95	7,221.40
	Prepaid Other Total					20,998.95	7,221.40
Classwork Co DBA Classkick Total						20,998.95	7,221.40
						10,385.21	3,921.81
Crestline Specialties, Inc	56703 - Program Fees & Other Instructional : Other Student Expenses - K12	56703 Program Fees & Other Instructional : Other Student Expenses - K12	330 SUPP - Engagement	LLC 3960355 LLC 3979299	July (7/25) July (7/25)	784.70	296.33
	56703 - Program Fees & Other Instructional : Other Student Expenses - K12 Total					11,169.91	4,218.14
Crestline Specialties, Inc Total						11,169.91	4,218.14
						200.00	53.84
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-094456 LLC NAIN-100806 LLC NAIN-100821	July (7/13) August (8/05) August (8/05)	200.00 200.00 600.00	53.84 53.84 161.53
	Teacher Training Total					600.00	161.53
Crisis Prevention Institute Total						5,880.00	1,601.63
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12083 LLC 12594	January (1/31) June (6/30)	2,940.00 8,820.00	800.82 2,402.45
	Subagreements for Services Total					8,820.00	2,402.45
Effectual Educational Consulting Service Total						4,225.00	1,150.83
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 1138	July (7/27)	4,225.00	1,150.83
	Subagreements for Services Total					4,225.00	1,150.83
Expedited Reports Total						1,495.00	514.12
Mystery Science C/O Discovery Education Inc	Prepaid Other	13514 Prepaid Other	840 LREBG	LLC 247232	July (7/23)	1,495.00	514.12
	Prepaid Other Total					1,495.00	514.12
Mystery Science C/O Discovery Education Inc Total						1,495.00	514.12
NASSP	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 9001789537 LLC 9001789538 LLC 9001789539	January (1/15) January (1/15) January (1/15)	385.00 385.00 385.00	145.39 145.39 145.39
	Prepaid Other Total					1,155.00	436.17
NASSP Total						1,155.00	436.17
San Joaquin County Office of Education	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 243380	July (7/22)	1,200.00	323.05
	Dues and Memberships Total					1,200.00	323.05
San Joaquin County Office of Education Total						31,200.00	11,562.16
TalkingPoints	Program Fees & Other Instructional : Miscellaneous	56303 Program Fees & Other Instructional : Miscellaneous	560 Title I	LLC 3568	July (7/10)	31,200.00	11,562.16
	Program Fees & Other Instructional : Miscellaneous Total					31,200.00	11,562.16
TalkingPoints Total						259.21	69.78
VC Tax Collector	Sales and Use Tax	67199 SG&A - Taxes & Licenses Expense : Sales and Use Tax	101 General	LLC 202402000147	July (7/29)	259.21	69.78
	Sales and Use Tax Total					259.21	69.78
VC Tax Collector Total						11,095.00	4,189.85
Rosetta Stone LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	360 SUPP - ELD Support	LLC R5507491	August (8/12)	11,095.00	4,189.85
	Non K12 Curriculum Total					11,095.00	4,189.85
Rosetta Stone LLC Total						1,212.60	326.45
Sovos Compliance LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-159965	June (6/26)	1,212.60	326.45
	Outside Service-General Total					15,995.95	6,040.62
Sovos Compliance LLC Total						15,995.95	6,040.62
Bowlero	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	330 SUPP - Engagement	LLC 073124	July (7/31)	15,995.95	6,040.62
	School Event Total					15,995.95	6,040.62
Bowlero Total						419.61	112.96
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 156002503	August (8/07)	419.61	112.96
	Operations and Housekeeping Services Total					419.61	112.96
Everon, LLC Total						8,999.00	3,398.33
Global Online Language Services US Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	360 SUPP - ELD Support	LLC INV-14062777430	August (8/13)	8,999.00	3,398.33
	Non K12 Curriculum Total					8,999.00	3,398.33
Global Online Language Services US Inc. Total						46,053.11	12,738.62
IXL Learning Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 5507431	August (8/12)	46,053.11	12,738.62
	Non K12 Curriculum Total					46,053.11	12,738.62
IXL Learning Inc. Total						56,500.00	19,429.98
LimInex, Inc	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	840 LREBG	LLC INV-118269	July (7/01)	56,500.00	19,429.98
	Materials and Supplies Total					56,500.00	19,429.98
LimInex, Inc Total						79,960.65	24,045.14
Virtual Technologies Group	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	101 General	LLC 210469	August (8/16)	79,960.65	24,045.14
	Computer Expense Total					79,960.65	24,045.14
Virtual Technologies Group Total						71.99	19.38
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	7242024	July	71.99	19.38
	Office Expense Total					71.99	19.38
Target Total						343.20	92.39
Viva La Pasta	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	37972	July	343.20	92.39
	Office Expense Total					343.20	92.39
Viva La Pasta Total						907.41	244.28
Red Robin	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	686175 8192024	August August	(36.30) 871.11	(9.77) 234.51
	Office Expense Total					871.11	234.51
Red Robin Total						837,494.16	251,049.55
Grand Total							

California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
September 01, 2024 - September 30, 2024

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	3,760,269.25
Insperty	PEO - Payroll Services and HR Admin Services provider	3,508,541.35
Los Angeles County Office	STRS P&I	1,024,149.03
State Board of Equalization	Sales Tax	170,000.00
Virtual Technologies Group	Computer equip. & installation	63,190.27
Anchor Counseling & Education Solutions	Special Education Contracted Services	54,298.43
Zoom Video Communications, Inc.	Annual Subscription	40,475.00
Communicology, Inc., DBA, TeleSesh	Special Education Contracted Services	31,303.04
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	26,863.31
Rids Brother Company Inc	Transportation Services	25,822.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	25,222.30
E-Therapy Intermediate, INC	Special Education Contracted Services	25,033.06
Dynamic Hope Schools	Special Education Contracted Services	23,179.38
Speech Guy, LLC	Special Education Contracted Services	18,307.46
Document Tracking Services	Translation Services	17,997.59
Law Offices of Young, Minney & Corr, LLP	Legal Services	16,325.00
Smile From The Inside, Inc.	HCM Consulting	15,000.00
California Teachers Association	Union Dues	14,883.45
Reading Horizons	Online software subscriptions	14,190.00
American School Counselor Association	Professional Development	13,837.50
Robert Half Inc.	Temp Staffing	13,503.91
Barrington Staffing Services	Temp Staffing	12,853.37
Effectual Educational Consulting Service	Special Education Services	12,715.28
Elliott Institute	SAI and related services for NPS placement	12,087.96
Del Sol School, Inc	SAI Services	11,818.30
Grace Speech Therapy Corp.	SLP IEP Attendance	11,504.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	11,235.68
El Paseo Children's Center, Inc.	Special Education Contracted Services	11,209.17
DW Educational Research, Inc	Special Education Contracted Services	11,000.00
ECE 4 Autism	Special Education Contracted Services	10,934.79
AppleOne Employment Services	Temp Staffing	10,922.18
UPS	Shipping Expenses	10,418.68
Los Angeles Marriott Burbank Airport Hotel	Counseling PD in Burbank	10,000.00
Summit View School	Special Education Contracted Services	9,603.97
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	9,350.40
Pitney Bowes Purchase Power	Postage	9,129.75
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	8,893.82
Spectrum Center - Rossier Park High School	Special Education Contracted Services	8,618.11
Integration Inc.	Security System	8,400.82
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	8,363.09
FusionPlus Inc	MARVIN Sped system	7,500.00
Augmentative Communications Solutions	Special Education Contracted Services	7,143.33
City Printing Graphics	CAVA Badges, Envelopes and Seals	7,046.34
EMHSports USA, Inc	Special Education Contracted Services	6,480.00
Solution Tree	Professional Development	5,600.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	4,987.84
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	4,899.12
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	4,838.00
DataBasics, Inc.	Expense Report Service	4,778.95
EverDriven Technologies LLC	Fuel Surcharge	4,305.96
Steam Master of Simi Valley	Carpet Cleaning	4,264.00
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	4,159.99
Crisis Prevention Institute	Annual Membership fee	3,723.68
Village Glen School	Special Education Contracted Services	3,559.92
The Back Room Inc	Special Education Contracted Services	3,440.00
Supreme Facility Services, Inc.	Janitorial services	3,290.00
Epiphany Academic Services, LLC dba Epiphany Academy NPS	Special Education Contracted Services	3,247.00
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	3,142.86
Certified Languages International	Special Education Contracted Services	2,898.00
Amazon Capital Services	Staff Office Supplies	2,879.68
Southern California Edison	Electricity	2,739.66
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,695.52
AT&T Mobility	Telephone Services	2,528.90
Vogue Sign Company	Resecure large banner onto building at site	2,347.00
The Stepping Stones Group LLC	Special Education Contracted Services	2,215.00
Comm-Core LLC	Telephone Services	2,041.72

Chase Boyle dba Snow Counseling	Special Education Contracted Services	2,040.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,912.51
Verizon Wireless	Telephone Services	1,712.67
Partners in Special Education	Special Education Contracted Services	1,437.50
NAPA Center Inc	Special Education Contracted Services	1,350.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	1,246.68
Little Ears Therapy Centers	Special Education Contracted Services	1,240.00
Accrediting Commission for Schools	Annual Accreditation Membership Fee	1,230.00
SpeechRighter, Inc.	Special Education Contracted Services	1,113.75
Quill Corporation	Office supplies	1,051.91
Golf N' Stuff Group Sales	School Event	1,050.00
PLUS, LLC	Reading Intervention for SPED student	960.00
Sally Gonzalez	Special Education Professional Services	925.00
NASSP	NJHS Membership	770.00
Pitney Bowes	Ink Cartridge	764.52
Apple Inc.	Special Education Contracted Services	735.54
eLuma	Special Individual Counseling Services	724.83
Jabbergym, LLC	Language and Speech Therapy	718.75
ULINE	Office supplies	715.19
Wayfinder Family Services	NPS placement and services	690.33
HumanWare USA Inc.	Repair for BrailleNote	652.68
Foundations Therapy Service	Special Education Contracted Services	636.00
Doctors Wellness Company LLC dba WellnessMart MD	Special Education Contracted Services	620.00
California State Teachers' Retirement System	Retirement Contributions	618.02
Carmen Gomez Ruiz	Gardening Services	600.00
Everon, LLC	Security Monitoring Services	525.38
Waste Management	Dumpster Services	420.38
TinyEYE Technology Corporation	Special Education Contracted Services	364.00
Clear Speech and Language	Language and Speech Therapy	341.25
Deaf and Hard of Hearing Educational Solutions, Inc.	Special Education Contracted Services	314.16
Sparkletts	Office Drinking Water	305.27
Western Exterminator Company	Pest Control Maintenance	249.60
Sunny Kids Therapy, Inc.	Special Education Contracted Services	249.17
Paper Recycling & Shredding	Documents Shredding	216.00
Tiffany Richardson	Recreation Services	200.00
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	198.75
Stepping Stones Therapy	Special Education Contracted Services	172.50
A1 Speech Therapy, Inc.	Special Education Contracted Services	128.00
Oxford Consulting Services	Special Education Contracted Services	127.00
Beyond Blindness, Inc.	Special Education Contracted Services	100.45
Inspire Education Center, LLC	Special Education Contracted Services	75.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	67.50
School Pathways LLC	Special Education Contracted Services	52.86
Annual Subscription		52.86
Grand Total		9,237,826.82

K12 : SA : Full Financials CA Node : CAVALA
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Transaction	Bill Type	Date	Document Number	Memo	Amount
Options: Show Zeros					
Bill Payment #35796 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	09/20/2024	1DPT-LPF6-GTCX		(176.39)
	Bill	09/20/2024	1YQN-R9LM-64VJ		(177.76)
	Bill Payment	09/23/2024	35796		354.15
Bill Payment #35744 - Amazon Capital Services(CAVA @ Los Angeles)					(178.59)
	Bill	09/12/2024	11PG-RPYJ-JWT9		(300.60)
	Bill	09/12/2024	16FV-CKW4-H7XN		(177.76)
	Bill	09/12/2024	16LY-WNVN-KXMX		(170.23)
	Bill	09/12/2024	19J6-4YRP-7XTL		(215.56)
	Bill	09/12/2024	1CT6-YR37-1J3K		(103.30)
	Bill	09/12/2024	1RLY-KQVL-HJPK		(62.82)
	Bill Payment	09/13/2024	35744		1,031.10
Bill Payment #35701 - Amazon Capital Services(CAVA @ Los Angeles)					(21.02)
	Bill	09/06/2024	19PD-43JH-71JF		(253.55)
	Bill	09/06/2024	13XX-K97M-P4MF		(177.76)
	Bill	09/06/2024	1943-7FXM-99LQ		(80.31)
	Bill	09/06/2024	19PD-43JH-6741		(160.06)
	Bill	09/06/2024	1DGP-NFJ7-4W6D		(236.88)
	Bill	09/06/2024	1HHW-7K7H-794M		(83.73)
	Bill	09/06/2024	1K7F-FP94-94FV		(65.98)
	Bill	09/06/2024	1KMM-TK4Q-YXQG		(180.65)
	Bill	09/06/2024	1TQK-793X-CRMC		(131.19)
	Bill	09/06/2024	1WMC-KCDG-9QQV		(103.30)
	Bill	09/06/2024	1Y3K-4RY7-3V6C		1,494.43
Bill Credit ##1QKH-CQLD-HFTH - Amazon Capital Services(CAVA @ Los Angeles)	Bill Payment	09/09/2024	35701	Amazon Capital Services - Credit Memo 1QKH-CQLD-HFTH	(44.38)
	Bill	09/06/2024	19PD-43JH-71JF		(61.81)
	Bill	09/06/2024	1QKK-WGJM-13GD		106.19
Amount Unapplied - Bill Payment #35744 - Amazon Capital Services(CAVA @ Los Angeles)	Bill Credit	09/09/2024	#1QKH-CQLD-HFTH	Amazon Capital Services - Credit Memo 1QKH-CQLD-HFTH	(0.00)
Amount Unapplied - Bill Payment #35701 - Amazon Capital Services(CAVA @ Los Angeles)					0.00
					0.00
Bill Payment #35731 - Barrington Staffing Services(CAVA@LA)	Bill	09/12/2024	LLC 44004		(3,352.76)
	Bill Payment	09/13/2024	35731		3,352.76
Bill Payment #35677 - Barrington Staffing Services(CAVA@LA)	Bill	09/06/2024	LLC 43941		(2,035.20)
	Bill	09/06/2024	LLC 43960		(2,967.51)
	Bill	09/06/2024	LLC 43981		(3,231.92)
	Bill	09/06/2024	LLC 43989		(1,265.98)
	Bill Payment	09/09/2024	35677		9,500.61
Bill Payment #35678 - Carmen Gomez Ruiz(CAVA @ Los Angeles)					0.00
	Bill	09/06/2024	LLC 3007		(600.00)
	Bill Payment	09/09/2024	35678		600.00
Bill Payment #35734 - Document Tracking Services(CAVA@LA)					0.00
	Bill	09/12/2024	LLC T-9306S0076		(16,072.59)
	Bill Payment	09/13/2024	35734		16,072.59
Bill Payment #35683 - Document Tracking Services(CAVA@LA)	Bill	09/06/2024	LLC FT9306535		(1,925.00)
	Bill Payment	09/09/2024	35683		1,925.00
Bill Payment #35810 - Effectual Educational Consulting Service(CAVA@LA)					0.00
	Bill	09/21/2024	INV-08559		(780.00)
	Bill	09/21/2024	INV-08565		(570.00)
	Bill	09/21/2024	INV-08571		(1,290.00)
	Bill	09/21/2024	INV-08585		(960.00)
	Bill	09/21/2024	INV-08592		(360.00)
	Bill	09/21/2024	INV-08594		(490.00)
	Bill	09/21/2024	INV-08597		(555.00)
	Bill	09/21/2024	INV-08600		(1,271.08)
	Bill	09/21/2024	INV-08605		(300.00)
	Bill	09/21/2024	INV-08631		(380.00)
	Bill	09/21/2024	INV-08638		(119.20)
	Bill	09/21/2024	INV-08643		(180.00)
	Bill	09/20/2024	INV-08579		(210.00)
	Bill	09/20/2024	INV-08606		(455.00)
	Bill	09/20/2024	INV-08612		(100.00)
	Bill	09/20/2024	INV-08619		(390.00)
	Bill Payment	09/23/2024	35810		8,410.28
Bill Payment #35756 - Effectual Educational Consulting Service(CAVA@LA)	Bill	09/12/2024	INV-08552		(120.00)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35756 - Effectual Educational	Bill Payment	09/13/2024	35756		120.00
Bill Payment #35713 - Effectual Educational Consulting Service(CAVA@LA)					(825.00)
	Bill	09/06/2024	INV-08536		
	Bill	09/06/2024	INV-08542		(140.00)
	Bill	09/06/2024	INV-08547		(70.00)
	Bill Payment	09/09/2024	35713		1,035.00
					(3,150.00)
Bill Payment #35685 - Effectual Educational Consulting Service(CAVA@LA)	Bill	09/06/2024	LLC 12616		
	Bill Payment	09/09/2024	35685		3,150.00
					0.00
Amount Unapplied - Bill Payment #35810 - Effectual Educational Consulting Service(CAVA@LA)					0.00
Bill Payment #35687 - FusionPlus Inc(CAVA@LA)	Bill	09/06/2024	LLC INV-1014		(7,500.00)
	Bill Payment	09/09/2024	35687		7,500.00
					0.00
Bill Payment #35765 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	09/12/2024	11939		(3,395.00)
	Bill Payment	09/13/2024	35765		3,395.00
					(4,122.50)
Bill Payment #35736 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 11936		
	Bill	09/12/2024	LLC 12087		(2,942.50)
	Bill Payment	09/13/2024	35736		7,065.00
					(5,865.00)
Bill Payment #35718 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	09/06/2024	11672		
	Bill Payment	09/09/2024	35718		5,865.00
					0.00
Bill Payment #35818 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(306.95)
	Bill	09/21/2024	INV-07129		
	Bill	09/21/2024	INV-07131		(786.91)
	Bill	09/21/2024	INV-07140		(613.61)
	Bill	09/21/2024	INV-07135		(424.45)
	Bill	09/21/2024	INV-07136		(99.75)
	Bill	09/21/2024	INV-07138		(288.00)
	Bill	09/21/2024	INV-07133		(141.25)
	Bill	09/21/2024	INV-07142		(56.50)
	Bill	09/21/2024	INV-07134		(690.75)
	Bill	09/21/2024	INV-07137		(449.74)
	Bill	09/20/2024	INV-07007		(565.25)
	Bill	09/20/2024	INV-07004		(391.50)
	Bill	09/20/2024	INV-07006		(282.50)
	Bill	09/20/2024	INV-07005		(723.56)
	Bill	09/20/2024	INV-07013		(424.75)
	Bill	09/20/2024	INV-07010		(798.00)
	Bill	09/20/2024	INV-07009		(369.00)
	Bill	09/20/2024	INV-07012		(258.50)
	Bill	09/20/2024	INV-07011		(183.63)
	Bill	09/20/2024	INV-07064		(225.49)
	Bill	09/20/2024	INV-07130		(513.25)
	Bill	09/20/2024	INV-07128		(882.42)
	Bill	09/20/2024	INV-07132		(420.50)
	Bill	09/20/2024	INV-06914		(609.59)
	Bill	09/20/2024	INV-06916		(948.75)
	Bill	09/20/2024	INV-06917		(487.50)
	Bill	09/20/2024	INV-06926		(890.25)
	Bill	09/20/2024	INV-06927		(169.50)
	Bill	09/20/2024	INV-06976		(542.75)
	Bill	09/20/2024	INV-06978		(447.39)
	Bill Payment	09/23/2024	35818		13,991.99
					(1,264.60)
Bill Payment #35768 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-06867		
	Bill	09/12/2024	INV-06868		(1,330.88)
	Bill	09/12/2024	INV-06869		(1,255.50)
	Bill	09/12/2024	INV-06870		(926.74)
	Bill	09/12/2024	INV-06871		(1,264.47)
	Bill	09/12/2024	INV-06872		(66.50)
	Bill	09/12/2024	INV-06873		(66.50)
	Bill	09/12/2024	INV-06907		(44.33)
	Bill	09/12/2024	INV-06915		(66.50)
	Bill	09/12/2024	INV-06918		(532.00)
	Bill	09/12/2024	INV-06919		(908.17)
	Bill	09/12/2024	INV-06920		(113.00)
	Bill	09/12/2024	INV-06921		(195.75)
	Bill	09/12/2024	INV-06922		(437.88)
	Bill	09/12/2024	INV-06923		(475.29)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35768 - National TeleTherapy	Bill	09/12/2024	INV-06924		(272.30)
	Bill	09/12/2024	INV-06925		(342.52)
	Bill Payment	09/13/2024	35768		9,562.93
					(1,050.99)
Bill Payment #35719 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	09/06/2024	INV-06819		
	Bill	09/06/2024	INV-06820		(616.39)
	Bill Payment	09/09/2024	35719		1,667.38
Amount Unapplied - Bill Payment #35818 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
					0.00
Bill Payment #35787 - Paper Recycling & Shredding(CAVA@LA)	Bill	09/20/2024	LLC 582612		(108.00)
	Bill Payment	09/23/2024	35787		108.00
Bill Payment #35690 - Paper Recycling & Shredding(CAVA@LA)	Bill	09/06/2024	LLC 581644		(108.00)
	Bill Payment	09/09/2024	35690		108.00
					0.00
Bill Payment #35820 - Partners in Special Education(CAVA@LA)	Bill	09/20/2024	INV-01094		(1,437.50)
	Bill Payment	09/23/2024	35820		1,437.50
					0.00
Bill Payment #35826 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	09/21/2024	INV-01102		(3,813.38)
	Bill	09/20/2024	INV-01093		(5,019.16)
	Bill Payment	09/23/2024	35826		8,832.54
Bill Payment #35772 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-01075		(3,874.92)
	Bill Payment	09/13/2024	35772		3,874.92
Bill Payment #35739 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	09/12/2024	LLC TCUSD2407		(5,600.00)
	Bill Payment	09/13/2024	35739		5,600.00
					0.00
Bill Payment #35769 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00897		(967.92)
	Bill	09/12/2024	INV-00885		(3,931.20)
	Bill Payment	09/13/2024	35769		4,899.12
					0.00
Bill Payment #35792 - UPS(CAVA@LA)	Bill	09/20/2024	LLC 000073Y68E374		(1,976.30)
	Bill	09/20/2024	LLC 0000V9159W374		(584.04)
	Bill Payment	09/23/2024	35792		2,560.34
Bill Payment #35741 - UPS(CAVA@LA)	Bill	09/12/2024	LLC 000073Y68E364		(2,138.27)
	Bill	09/12/2024	LLC 0000V9159W364		(623.29)
	Bill Payment	09/13/2024	35741		2,761.56
Bill Payment #35698 - UPS(CAVA@LA)	Bill	09/06/2024	LLC 000073Y68E344		(1,338.73)
	Bill	09/06/2024	LLC 000073Y68E354		(2,253.60)
	Bill	09/06/2024	LLC 0000V9159W344		(646.83)
	Bill	09/06/2024	LLC 0000V9159W354		(857.62)
	Bill Payment	09/09/2024	35698		5,096.78
					0.00
Bill Payment #35833 - Virtual Technologies Group(CAVA@LA)	Bill	09/20/2024	211156		(1,046.55)
	Bill	09/20/2024	211157		(1,442.64)
	Bill	09/20/2024	211177		(3,139.64)
	Bill	09/20/2024	211184		(2,093.09)
	Bill	09/20/2024	211195		(2,885.29)
	Bill	09/20/2024	211198		(1,442.64)
	Bill Payment	09/23/2024	35833		12,049.85
Bill Payment #35777 - Virtual Technologies Group(CAVA@LA)	Bill	09/12/2024	211082		(157.32)
	Bill	09/12/2024	211089		(2,093.09)
	Bill	09/12/2024	211100		(2,093.09)
	Bill	09/12/2024	211102		(1,442.64)
	Bill	09/12/2024	211105		(1,447.39)
	Bill Payment	09/13/2024	35777		7,233.53
Bill Payment #35729 - Virtual Technologies Group(CAVA@LA)	Bill	09/06/2024	210547		(157.32)
	Bill	09/06/2024	210549		(1,169.44)
	Bill	09/06/2024	210550		(1,280.83)
	Bill	09/06/2024	210624		(1,046.55)
	Bill	09/06/2024	210630		(1,125.65)
	Bill	09/06/2024	210648		(2,251.31)
	Bill	09/06/2024	210652		(1,458.50)
	Bill	09/06/2024	210654		(2,938.65)
	Bill	09/06/2024	210742		(3,376.96)
	Bill	09/06/2024	210747		(13,413.62)

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #35729 - Virtual Technologies	Bill	09/06/2024	210751		(4,186.18)
	Bill	09/06/2024	210756		(157.32)
	Bill	09/06/2024	210757		(2,093.09)
	Bill	09/06/2024	210762		(1,046.55)
	Bill	09/06/2024	210766		(1,046.55)
	Bill	09/06/2024	210963		(2,900.87)
	Bill	09/06/2024	211017		(1,117.86)
	Bill	09/06/2024	211064		(3,139.64)
	Bill Payment	09/09/2024	35729		43,906.89
					0.00
Amount Unapplied - Bill Payment #35833 - Virtual Technologies Group(CAVA@LA)					(0.00)
Amount Unapplied - Bill Payment #35729 - Virtual Technologies Group(CAVA@LA)					(0.00)
					(167.38)
Bill Payment #35699 - Waste Management(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 6961250-0283-7		(253.00)
	Bill	09/06/2024	LLC 6961266-0283-3		420.38
	Bill Payment	09/09/2024	35699		0.00
					(1,712.67)
Bill Payment #35742 - Verizon Wireless(CAVA@LA)	Bill	09/12/2024	LLC 9973003637		1,712.67
	Bill Payment	09/13/2024	35742		0.00
					(5,744.17)
Bill Payment #35797 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	09/21/2024	INV-07121		(9,978.25)
	Bill	09/21/2024	INV-07122		(7,359.51)
	Bill	09/21/2024	INV-07123		(743.75)
	Bill	09/21/2024	INV-07142		(2,150.48)
	Bill	09/20/2024	INV-07120		25,976.16
	Bill Payment	09/23/2024	35797		(2,147.04)
Bill Payment #35745 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	09/12/2024	INV-07082		(2,476.72)
	Bill	09/12/2024	INV-07083		(8,617.51)
	Bill	09/12/2024	INV-07084		(6,326.25)
	Bill	09/12/2024	INV-07085		(7,575.50)
	Bill	09/12/2024	INV-07086		(687.50)
	Bill	09/12/2024	INV-07105		(491.75)
	Bill	09/12/2024	INV-07111		28,322.27
	Bill Payment	09/13/2024	35745		0.00
Amount Unapplied - Bill Payment #35797 - Anchor Counseling & Education Solutions(CAVA@LA)					(0.00)
Amount Unapplied - Bill Payment #35745 - Anchor Counseling & Education Solutions(CAVA@LA)					0.00
					(2,041.72)
Bill Payment #35679 - Comm-Core LLC(CAVA@LA)	Bill	09/06/2024	LLC 1091790		2,041.72
	Bill Payment	09/09/2024	35679		0.00
					(2,898.00)
Bill Payment #35781 - Certified Languages International(CAVA@LA)	Bill	09/20/2024	LLC 74586083124		2,898.00
	Bill Payment	09/23/2024	35781		0.00
					(169,849.79)
Bill Payment #ACH 09.09.2024 (Use Tax) - State Board of Equalization(CAVA@LA)	Bill	08/21/2024	LA_AUG 2024 Use Tax	LA_Matrls/Comptr Use Tax_AUG 2024	(150.21)
	Bill	09/09/2024	LA_AUG'24 Use Tax Adj.	LA_Matrls/Comptr Use Tax_AUG 2024 Adj.	170,000.00
	Bill Payment	09/09/2024	ACH 09.09.2024 (Use Tax)	LA_Matrls/Comptr Use Tax_AUG 2024 & Adj.	(0.00)
Amount Unapplied - Bill Payment #ACH 09.09.2024 (Use Tax) - State Board of Equalization(CAVA@LA)					(0.00)
					(3,290.00)
Bill Payment #35696 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 4085		3,290.00
	Bill Payment	09/09/2024	35696		0.00
					(1,906.50)
Bill Payment #35816 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00971		(481.75)
	Bill	09/21/2024	INV-00986		(1,045.50)
	Bill	09/20/2024	INV-00956		(975.50)
	Bill	09/20/2024	INV-00969		(153.75)
	Bill	09/20/2024	INV-00982		(768.75)
	Bill	09/20/2024	INV-00995		5,331.75
	Bill Payment	09/23/2024	35816		(1,312.00)
Bill Payment #35761 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00913		(1,732.25)
	Bill	09/12/2024	INV-00925		(123.00)
	Bill	09/12/2024	INV-00934		(92.25)
	Bill	09/12/2024	INV-00936		(1,281.25)
	Bill	09/12/2024	INV-00938		(123.00)
	Bill	09/12/2024	INV-00946		(750.00)
	Bill	09/12/2024	INV-00947		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35761 - Grace Speech Therapy	Bill	09/12/2024	INV-00948		(635.50)
	Bill	09/12/2024	INV-00966		(123.00)
	Bill Payment	09/13/2024	35761		6,172.25
Bill Payment #35789 - Quill Corporation(CAVA@LA)	Bill	09/20/2024	LLC 40444157		0.00
	Bill Payment	09/23/2024	35789		(1,051.91)
					1,051.91
Bill Payment #35780 - AT&T Mobility(CAVA@LA)	Bill	09/20/2024	LLC 3291974901		0.00
	Bill Payment	09/23/2024	35780		(1,756.68)
Bill Payment #35674 - AT&T Mobility(CAVA@LA)	Bill	09/06/2024	LLC 80557846671578 082824		1,756.68
	Bill Payment	09/09/2024	35674		(772.22)
					772.22
Bill Payment #35697 - The Back Room Inc(CAVA @ Los Angeles)	Bill	09/06/2024	LLC INV-3149		0.00
	Bill Payment	09/09/2024	35697		(3,440.00)
					3,440.00
Bill Payment #ACH 09.10.24, 09.17.24, 09.24.24, 09.26.24 - Insperity(CAVA@LA)	Bill	09/30/2024	LA_SEP'24 PYRL #201 (corr)	LA_SEP 2024 Payroll (Acct# End 201)	(890,894.55)
	Bill Payment	09/30/2024	ACH 09.10.24, 09.17.24, 09.24.24, 09.26.24	LA_SEP 2024 Payroll (Acct# End 201)	890,894.55
Bill Payment #ACH 09.10.2024, 09.24.2024, 09.25.2024 - Insperity(CAVA@LA)	Bill	09/30/2024	LA_SEP'24 PYRL #200	LA_SEP 2024 Pyrl (Acct# End 200)	(2,617,646.80)
	Bill Payment	09/30/2024	ACH 09.10.2024, 09.24.2024, 09.25.2024	LA_SEP 2024 Pyrl (Acct# End 200)	2,617,646.80
Bill Credit #LA_SEP'24 PYRL #201_Void_Incorrect Reference - Insperity(CAVA@LA)	Bill	09/30/2024	LA_SEP'24 PYRL #201	LA_SEP 2024 Pyrl (Acct# End 200)	(2,617,646.80)
	Bill Credit	09/30/2024	LA_SEP'24 PYRL #201_Void_Incorrect Reference	LA_SEP 2024 Pyrl (Acct# End 200)_Void_Incorrect Reference_S/B LA_SEP'24 PYRL #200	2,617,646.80
Bill Payment #35779 - AppleOne Employment Services(CAVA@LA)	Bill	09/20/2024	LLC 01-6949380		0.00
	Bill Payment	09/23/2024	35779		(2,296.17)
					2,296.17
Bill Payment #35730 - AppleOne Employment Services(CAVA@LA)	Bill	09/12/2024	LLC 01-6944661		(2,881.20)
	Bill Payment	09/13/2024	35730		2,881.20
Bill Payment #35673 - AppleOne Employment Services(CAVA@LA)	Bill	09/06/2024	LLC 01-6935149		(2,863.61)
	Bill	09/06/2024	LLC 01-6939137		(2,881.20)
	Bill Payment	09/09/2024	35673		5,744.81
Bill Payment #35682 - Doctors Wellness Company LLC dba WellnessMart MD(CAVA @ Los Angeles)	Bill	09/06/2024	LLC INV-4873		0.00
	Bill Payment	09/09/2024	35682		(620.00)
					620.00
Bill Payment #35694 - Solution Tree(CAVA @ Los Angeles)	Bill	09/06/2024	LLC S307227		0.00
	Bill Payment	09/09/2024	35694		(5,600.00)
					5,600.00
Bill Payment #35747 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00792		0.00
	Bill	09/12/2024	INV-00795		(45.50)
	Bill	09/12/2024	INV-00802		(135.60)
	Bill	09/12/2024	INV-00803		(1,635.41)
	Bill	09/12/2024	INV-00804		(826.58)
	Bill	09/12/2024	INV-00805		(810.00)
	Bill	09/12/2024	INV-00824		(642.25)
	Bill	09/12/2024	INV-00825		(274.00)
	Bill Payment	09/13/2024	35747		(118.00)
Bill Payment #35704 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00835		4,487.34
	Bill Payment	09/09/2024	35704		(45.50)
Bill Payment #35676 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 3000		45.50
	Bill Payment	09/09/2024	35676		(455.00)
					455.00
Bill Payment #35828 - Stepping Stones Therapy(CAVA@LA)	Bill	09/20/2024	INV-00645		0.00
	Bill	09/20/2024	INV-00649		(70.00)
	Bill	09/20/2024	INV-00657		(51.25)
	Bill Payment	09/23/2024	35828		(17.50)
Bill Payment #35724 - Stepping Stones Therapy(CAVA@LA)	Bill	09/06/2024	INV-00622		138.75
	Bill Payment	09/09/2024	35724		(33.75)
					33.75
Bill Payment #35830 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00487		0.00
					(490.75)

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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 #35830 - The Stepping Stones Group	Bill	09/20/2024	INV-00476		(497.25)
	Bill Payment	09/23/2024	35830		988.00
					(536.25)
Bill Payment #35775 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00458		(690.75)
	Bill	09/12/2024	INV-00468		1,227.00
	Bill Payment	09/13/2024	35775		0.00
					(2,739.66)
Bill Payment #35791 - Southern California Edison(CAVA@LA)	Bill	09/20/2024	LLC 700203189681 091124		2,739.66
	Bill Payment	09/23/2024	35791		0.00
					(554.50)
Bill Payment #35783 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	LLC 83052785		554.50
	Bill Payment	09/23/2024	35783		(2,588.36)
Bill Payment #35733 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 83010406		2,588.36
	Bill Payment	09/13/2024	35733		0.00
					(1,024,149.03)
Bill Payment #LA-ACH 09/27 STRS - Los Angeles County Office(CAVA@LA)	Bill	09/30/2024	LA Sep24 STRS/ PERS	LA Sep24 STRS/ PERS	1,024,149.03
	Bill Payment	09/30/2024	LA-ACH 09/27 STRS	LA Sep24 STRS/ PERS	0.00
					(4,778.95)
Bill Payment #35681 - DataBasics, Inc.(CAVA@LA)	Bill	09/06/2024	LLC 0813713		4,778.95
	Bill Payment	09/09/2024	35681		0.00
					(9,129.75)
Bill Payment #35788 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	09/20/2024	LLC 8000-9090-1005-2145 091624		9,129.75
	Bill Payment	09/23/2024	35788		0.00
					(305.27)
Bill Payment #35695 - Sparkletts(CAVA@LA)	Bill	09/06/2024	LLC 15182654 090124		305.27
	Bill Payment	09/09/2024	35695		0.00
					(128.00)
Bill Payment #35795 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	09/20/2024	INV-00332		128.00
	Bill Payment	09/23/2024	35795		0.00
					(1,206.50)
Bill Payment #35798 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00877		(1,301.75)
	Bill	09/20/2024	INV-00878		(1,632.09)
	Bill	09/20/2024	INV-00879		4,140.34
	Bill Payment	09/23/2024	35798		(1,270.00)
Bill Payment #35703 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00859		(1,524.00)
	Bill	09/06/2024	INV-00860		(1,365.25)
	Bill	09/06/2024	INV-00861		(63.50)
	Bill	09/06/2024	INV-00862		4,222.75
	Bill Payment	09/09/2024	35703		0.00
					(1,246.68)
Bill Payment #35748 - Braille Abilities, LLC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00218		1,246.68
	Bill Payment	09/13/2024	35748		0.00
					(249.60)
Bill Payment #35793 - Western Exterminator Company(CAVA@LA)	Bill	09/20/2024	LLC 67422552		249.60
	Bill Payment	09/23/2024	35793		0.00
					(11,818.30)
Bill Payment #35807 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	09/20/2024	082024		11,818.30
	Bill Payment	09/23/2024	35807		0.00
					(23,179.38)
Bill Payment #35754 - Dynamic Hope Schools(CAVA @ Los Angeles)	Bill	09/12/2024	1086		23,179.38
	Bill Payment	09/13/2024	35754		0.00
					(4,305.96)
Bill Payment #35814 - EverDriven Technologies LLC(CAVA @ Los Angeles)	Bill	09/20/2024	57246		4,305.96
	Bill Payment	09/23/2024	35814		0.00
					(15,000.00)
Bill Payment #ACH 09.09.2024 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 2206		15,000.00
	Bill Payment	09/09/2024	ACH 09.09.2024	Wire: FED:09091187033R001367	0.00
					(4,120.00)
Bill Payment #35762 - Green Hasson & Janks LLP(CAVA@LA)	Bill	09/12/2024	94654		4,120.00
	Bill Payment	09/13/2024	35762		

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Board Disbursements A/P Payment History by Vendor
September 01, 2024 - September 30, 2024

Transaction	Bill Type	Date	Document Number	Memo	Amount
Options: Show Zeros					
Bill Payment #35735 - Green Hasson & Janks LLP(CAVA@LA)	Bill	09/12/2024	LLC 94660		(718.00)
	Bill Payment	09/13/2024	35735		718.00
					0.00
Bill Payment #35824 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	09/20/2024	1431		(25,822.50)
	Bill Payment	09/23/2024	35824		25,822.50
					0.00
Bill Payment #35790 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	LLC 64053213		(1,102.01)
	Bill	09/20/2024	LLC 64087082		(1,600.40)
	Bill Payment	09/23/2024	35790		2,702.41
Bill Payment #35738 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 64059052		(1,278.20)
	Bill	09/12/2024	LLC 64059054		(1,278.40)
	Bill Payment	09/13/2024	35738		2,556.60
Bill Payment #35693 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 63959179		(535.96)
	Bill	09/06/2024	LLC 63985201		(1,395.64)
	Bill	09/06/2024	LLC 64005105		(1,519.30)
	Bill	09/06/2024	LLC 64005208		(1,278.40)
	Bill	09/06/2024	LLC 64015188		(319.60)
	Bill	09/06/2024	LLC 64021034		(1,598.00)
	Bill	09/06/2024	LLC 64021037		(1,598.00)
	Bill Payment	09/09/2024	35693		8,244.90
					0.00
Bill Payment #35774 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00450		(97.50)
	Bill	09/12/2024	INV-00457		(101.25)
	Bill Payment	09/13/2024	35774		198.75
					0.00
Bill Payment #35692 - Reading Horizons(CAVA @ Los Angeles)	Bill	09/06/2024	LLC INV71195		(14,190.00)
	Bill Payment	09/09/2024	35692		14,190.00
					0.00
Bill Payment #35782 - Crisis Prevention Institute(CAVA@LA)	Bill	09/20/2024	LLC NAIN-108421		(1,661.84)
	Bill Payment	09/23/2024	35782		1,661.84
Bill Payment #35680 - Crisis Prevention Institute(CAVA@LA)	Bill	09/06/2024	LLC NAIN-102927		(200.00)
	Bill	09/06/2024	LLC NAIN-104510		(200.00)
	Bill	09/06/2024	LLC WO17587942		(1,661.84)
	Bill Payment	09/09/2024	35680		2,061.84
					0.00
Bill Payment #35786 - NASSP(CAVA@LA)	Bill	09/20/2024	LLC 9001779728		(385.00)
	Bill	09/20/2024	LLC 9001779729		(385.00)
	Bill Payment	09/23/2024	35786		770.00
					0.00
Bill Payment #35801 - Bridge The Gap Sped, LLC(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00203		(1,912.51)
	Bill Payment	09/23/2024	35801		1,912.51
					0.00
Bill Payment #35813 - EMHSports USA, Inc(CAVA@LA)	Bill	09/20/2024	INV-03730		(360.00)
	Bill Payment	09/23/2024	35813		360.00
					360.00
Bill Payment #35759 - EMHSports USA, Inc(CAVA@LA)	Bill	09/12/2024	INV-03693		(360.00)
	Bill	09/12/2024	INV-03694		(360.00)
	Bill	09/12/2024	INV-03696		(540.00)
	Bill	09/12/2024	INV-03699		(360.00)
	Bill	09/12/2024	INV-03700		(360.00)
	Bill	09/12/2024	INV-03707		(180.00)
	Bill	09/12/2024	INV-03709		(360.00)
	Bill	09/12/2024	INV-03710		(180.00)
	Bill	09/12/2024	INV-03712		(360.00)
	Bill	09/12/2024	INV-03719		(1,080.00)
	Bill	09/12/2024	INV-03720		(1,080.00)
	Bill	09/12/2024	INV-03722		(540.00)
	Bill Payment	09/13/2024	35759		5,760.00
					360.00
Bill Payment #35714 - EMHSports USA, Inc(CAVA@LA)	Bill	09/06/2024	INV-03695		
	Bill Payment	09/09/2024	35714		360.00
					0.00
Bill Payment #35766 - Little Ears Therapy Centers(CAVA@LA)	Bill	09/12/2024	INV-00156		(1,240.00)
	Bill Payment	09/13/2024	35766		1,240.00

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Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #35785 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	09/20/2024	LLC MK_176		(1,050.40)
	Bill Payment	09/23/2024	35785		1,050.40
Bill Payment #35767 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00636		(6,320.00)
	Bill	09/12/2024	INV-00637		(1,980.00)
	Bill Payment	09/13/2024	35767		8,300.00
					0.00
Bill Payment #35819 - Oxford Consulting Services(CAVA@LA)	Bill	09/20/2024	INV-01661		(27.00)
	Bill	09/20/2024	INV-01662		(100.00)
	Bill Payment	09/23/2024	35819		127.00
					0.00
					(960.00)
Bill Payment #35821 - PLUS, LLC(CAVA @ Los Angeles)	Bill	09/20/2024	003		
	Bill Payment	09/23/2024	35821		960.00
					0.00
					(450.38)
Bill Payment #35784 - Everon, LLC(CAVA @ Los Angeles)	Bill	09/20/2024	LLC 156309956		
	Bill Payment	09/23/2024	35784		450.38
Bill Payment #35686 - Everon, LLC(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 156097249		(75.00)
	Bill Payment	09/09/2024	35686		75.00
					0.00
					(200.00)
Bill Payment #35825 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00266		
	Bill	09/20/2024	INV-00269		(225.00)
	Bill Payment	09/23/2024	35825		425.00
Bill Payment #35771 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00263		(250.00)
	Bill Payment	09/13/2024	35771		250.00
Bill Payment #35720 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00261		(250.00)
	Bill Payment	09/09/2024	35720		250.00
					0.00
					(4,160.00)
Bill Payment #35799 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00473		
	Bill	09/20/2024	INV-00477		(440.00)
	Bill Payment	09/23/2024	35799		4,600.00
Bill Payment #35746 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00466		(993.33)
	Bill Payment	09/13/2024	35746		993.33
Bill Payment #35675 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	09/06/2024	LLC INV-0718		(1,550.00)
	Bill Payment	09/09/2024	35675		1,550.00
					0.00
					(11,000.00)
Bill Payment #35684 - DW Educational Research, Inc(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 2151		
	Bill Payment	09/09/2024	35684		11,000.00
					0.00
					(1,050.00)
Bill Payment #35688 - Golf N' Stuff Group Sales(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 2178		
	Bill Payment	09/09/2024	35688		1,050.00
					0.00
					(8,400.82)
Bill Payment #35689 - Integration Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	LLC 2408153		
	Bill Payment	09/09/2024	35689		8,400.82
					0.00
					(162.99)
Bill Payment #35691 - Pitney Bowes(CAVA@LA)	Bill	09/06/2024	LLC 1025958647		
	Bill	09/06/2024	LLC 3106814827		(601.53)
	Bill Payment	09/09/2024	35691		764.52
					0.00
					(1,230.00)
Bill Payment #35700 - Accrediting Commission for Schools(CAVA@LA)	Bill	09/06/2024	1324701		
	Bill Payment	09/09/2024	35700		1,230.00
					0.00
					(485.55)
Bill Payment #35702 - Apple Inc.(CAVA@LA)	Bill	09/06/2024	MB03059044		
	Bill	09/06/2024	MB06529183		(249.99)
	Bill Payment	09/09/2024	35702		735.54
					0.00
					(309.01)
Bill Payment #35705 - California State Teachers' Retirement System(CAVA @ Los Angeles)	Bill	09/06/2024	2024_07 - C. Ayers - Redeposit		
	Bill	09/06/2024	2024_08 - C. Ayers - Redeposit		(309.01)
	Bill Payment	09/09/2024	35705		618.02
					0.00

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35706 - California Teachers Association(CAVA@LA)	Bill	09/06/2024	Union Dues - 082024		(14,883.45)
	Bill Payment	09/09/2024	35706		14,883.45
					0.00
Bill Payment #35803 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00581		(1,131.12)
	Bill	09/21/2024	INV-00584		(240.00)
	Bill	09/20/2024	INV-00575		(1,607.13)
	Bill Payment	09/23/2024	35803		2,978.25
					(3,078.55)
Bill Payment #35750 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00567		(1,455.60)
	Bill	09/12/2024	INV-00568		4,534.15
	Bill Payment	09/13/2024	35750		(150.00)
Bill Payment #35707 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00556		(1,231.42)
	Bill	09/06/2024	INV-00560		1,381.42
	Bill Payment	09/09/2024	35707		0.00
					(23,263.31)
Bill Payment #35804 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00464		
	Bill Payment	09/23/2024	35804		23,263.31
					(1,800.00)
Bill Payment #35751 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00462		
	Bill Payment	09/13/2024	35751		1,800.00
					(1,800.00)
Bill Payment #35708 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00455		
	Bill Payment	09/09/2024	35708		1,800.00
					0.00
Bill Payment #35805 - Clear Speech and Language(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00007		(157.50)
	Bill	09/20/2024	INV-00010		(26.25)
	Bill Payment	09/23/2024	35805		183.75
					(157.50)
Bill Payment #35709 - Clear Speech and Language(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00002		
	Bill Payment	09/09/2024	35709		157.50
					0.00
Bill Payment #35806 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00050		(2,940.63)
	Bill	09/21/2024	INV-00049		(3,669.79)
	Bill	09/21/2024	INV-00070		(4,551.16)
	Bill	09/21/2024	INV-00071		(3,385.42)
	Bill	09/20/2024	INV-00042		(661.25)
	Bill	09/20/2024	INV-00072		(438.75)
	Bill	09/20/2024	INV-00085		(45.00)
	Bill Payment	09/23/2024	35806		15,692.00
					(3,310.84)
Bill Payment #35752 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00008		
	Bill	09/12/2024	INV-00009		(3,614.17)
	Bill	09/12/2024	INV-00010		(1,577.50)
	Bill	09/12/2024	INV-00027		(3,564.37)
	Bill	09/12/2024	INV-00028		(3,486.66)
	Bill Payment	09/13/2024	35752		15,553.54
					(57.50)
Bill Payment #35710 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00001		
	Bill Payment	09/09/2024	35710		57.50
					0.00
Bill Payment #35808 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	09/21/2024	INV-07856		(4,195.88)
	Bill	09/21/2024	INV-07857		(4,101.93)
	Bill	09/21/2024	INV-07858		(3,842.31)
	Bill	09/20/2024	INV-07807		(1,773.47)
	Bill	09/20/2024	INV-07818		(58.00)
	Bill	09/20/2024	INV-07819		(55.00)
	Bill	09/20/2024	INV-07838		(1,854.38)
	Bill	09/20/2024	INV-07852		(78.32)
	Bill	09/20/2024	INV-07855		(3,588.77)
	Bill	09/20/2024	INV-07859		(840.00)
	Bill	09/20/2024	INV-07860		(30.00)
	Bill	09/20/2024	INV-07883		(290.00)
	Bill Payment	09/23/2024	35808		20,708.06
					(1,943.00)
Bill Payment #35755 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-07801		
	Bill Payment	09/13/2024	35755		1,943.00

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
September 01, 2024 - September 30, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount (2,382.00)
Bill Payment #35711 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	09/06/2024	INV-07800		2,382.00
	Bill Payment	09/09/2024	35711		0.00
					(6,741.27)
Bill Payment #35809 - ECE 4 Autism(CAVA @ Los Angeles)	Bill	09/20/2024	02203520		6,741.27
	Bill Payment	09/23/2024	35809		(4,193.52)
Bill Payment #35712 - ECE 4 Autism(CAVA @ Los Angeles)	Bill	09/06/2024	02203495		4,193.52
	Bill Payment	09/09/2024	35712		0.00
					(382.00)
Bill Payment #35715 - Epiphany Academic Services, LLC dba Epiphany Academy NPS(CAVA @ Los Angeles)	Bill	09/06/2024	August2024		(2,865.00)
	Bill	09/06/2024	July2024		3,247.00
	Bill Payment	09/09/2024	35715		0.00
					(652.68)
Bill Payment #35716 - HumanWare USA Inc.(CAVA @ Los Angeles)	Bill	09/06/2024	235822		652.68
	Bill Payment	09/09/2024	35716		0.00
					(4,159.99)
Bill Payment #35717 - Institute for the Redesign of Learning DBA The Almansor Center(CAVA @ Los Angeles)	Bill	09/06/2024	0000046431		4,159.99
	Bill Payment	09/09/2024	35717		0.00
					(52.86)
Bill Payment #35721 - School Pathways LLC(CAVA@LA)	Bill	09/06/2024	140-INV7292		52.86
	Bill Payment	09/09/2024	35721		0.00
					(8,618.11)
Bill Payment #35722 - Spectrum Center - Rossier Park High School(CAVA @ Los Angeles)	Bill	09/06/2024	7/31/2024		8,618.11
	Bill Payment	09/09/2024	35722		0.00
					(4,264.00)
Bill Payment #35723 - Steam Master of Simi Valley(CAVA @ Los Angeles)	Bill	09/06/2024	082324		4,264.00
	Bill Payment	09/09/2024	35723		0.00
					(5,270.16)
Bill Payment #35725 - Summit View School(CAVA@LA)	Bill	09/06/2024	CVA0524SVW		(4,333.81)
	Bill	09/06/2024	CVA0724SVW		9,603.97
	Bill Payment	09/09/2024	35725		0.00
					(4,102.34)
Bill Payment #35831 - TheraStaffers(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00574		4,102.34
	Bill Payment	09/23/2024	35831		(4,753.34)
Bill Payment #35776 - TheraStaffers(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00560		4,753.34
	Bill Payment	09/13/2024	35776		(2,380.00)
Bill Payment #35726 - TheraStaffers(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00539		2,380.00
	Bill Payment	09/09/2024	35726		0.00
					(100.00)
Bill Payment #35727 - Tiffany Richardson(CAVA @ Los Angeles)	Bill	09/06/2024	INV-00022		(100.00)
	Bill	09/06/2024	INV-00023		200.00
	Bill Payment	09/09/2024	35727		0.00
					(3,559.92)
Bill Payment #35728 - Village Glen School(CAVA@LA)	Bill	09/06/2024	CVA0724VG		3,559.92
	Bill Payment	09/09/2024	35728		0.00
					(10.73)
Bill Payment #35732 - City Printing Graphics(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 24-31787		(6,467.18)
	Bill	09/12/2024	LLC 24-31788		(568.43)
	Bill	09/12/2024	LLC 24-31789		7,046.34
	Bill Payment	09/13/2024	35732		0.00
					(10,000.00)
Bill Payment #35737 - Los Angeles Marriott Burbank Airport Hotel(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 62024		10,000.00
	Bill Payment	09/13/2024	35737		0.00
					(715.19)
Bill Payment #35740 - ULINE(CAVA@LA)	Bill	09/12/2024	LLC 182858061		715.19
	Bill Payment	09/13/2024	35740		0.00
					(2,347.00)
Bill Payment #35743 - Vogue Sign Company(CAVA @ Los Angeles)	Bill	09/12/2024	LLC 2408064		

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Board Disbursements A/P Payment History by Vendor
September 01, 2024 - September 30, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35743 - Vogue Sign Company(CAVA @ Los Angeles)	Bill Payment	09/13/2024	35743		2,347.00
					0.00
Bill Payment #35802 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00378		(600.00)
	Bill	09/20/2024	INV-00393		
	Bill Payment	09/23/2024	35802		(90.00)
Bill Payment #35749 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)					690.00
	Bill	09/12/2024	INV-00356		(1,350.00)
	Bill Payment	09/13/2024	35749		1,350.00
					0.00
Bill Payment #35753 - Deaf and Hard of Hearing Educational Solutions, Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00003		(314.16)
	Bill Payment	09/13/2024	35753		314.16
					0.00
Bill Payment #35757 - Elliott Institute(CAVA @ Los Angeles)	Bill	09/12/2024	072024NPSCAVA		(12,087.96)
	Bill Payment	09/13/2024	35757		12,087.96
					0.00
Bill Payment #35812 - eLuma(CAVA@LA)	Bill	09/20/2024	VST-01086		(31.25)
	Bill Payment	09/23/2024	35812		31.25
Bill Payment #35758 - eLuma(CAVA@LA)	Bill	09/12/2024	VST-01085		(693.58)
	Bill Payment	09/13/2024	35758		693.58
					0.00
Bill Payment #35815 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00845		(381.50)
	Bill Payment	09/23/2024	35815		381.50
Bill Payment #35760 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00840		(54.50)
	Bill	09/12/2024	INV-00842		(50.00)
	Bill	09/12/2024	INV-00843		(150.00)
	Bill Payment	09/13/2024	35760		254.50
					0.00
Bill Payment #35763 - Inspire Education Center, LLC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00003		(75.00)
	Bill Payment	09/13/2024	35763		75.00
					0.00
Bill Payment #35764 - Jabbergym, LLC(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00048		(718.75)
	Bill Payment	09/13/2024	35764		718.75
					0.00
Bill Payment #35823 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	INV-08847		(788.76)
	Bill	09/20/2024	INV-08848		(786.30)
	Bill	09/20/2024	INV-08849		(872.02)
	Bill	09/20/2024	INV-08850		(215.31)
	Bill Payment	09/23/2024	35823		2,662.39
Bill Payment #35770 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-08841		(33.13)
	Bill Payment	09/13/2024	35770		33.13
					0.00
Bill Payment #35829 - Sunny Kids Therapy, Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00481		(130.00)
	Bill	09/20/2024	INV-00483		
	Bill Payment	09/23/2024	35829		(32.50)
Bill Payment #35773 - Sunny Kids Therapy, Inc.(CAVA @ Los Angeles)	Bill	09/12/2024	INV-00480		(86.67)
	Bill Payment	09/13/2024	35773		86.67
					0.00
Bill Payment #35778 - American School Counselor Association(CAVA @ Los Angeles)	Bill	09/20/2024	LLC 5368021		(13,837.50)
	Bill Payment	09/23/2024	35778		13,837.50
					0.00
Bill Payment #35794 - Zoom Video Communications, Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	LLC INV273470184		(40,475.00)
	Bill Payment	09/23/2024	35794		40,475.00
					0.00
Bill Payment #35800 - Beyond Blindness, Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00157		(100.45)
	Bill Payment	09/23/2024	35800		100.45
					0.00
Bill Payment #35811 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	09/20/2024	INV-01075		(11,209.17)
	Bill Payment	09/23/2024	35811		11,209.17
					0.00
Bill Payment #35817 - NAPA Center Inc(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00546		(1,350.00)
	Bill Payment	09/23/2024	35817		1,350.00

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Board Disbursements A/P Payment History by Vendor
September 01, 2024 - September 30, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35822 - Point Quest Pediatric Therapies, LLC(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00191		(67.50)
	Bill Payment	09/23/2024	35822		67.50
					0.00
Bill Payment #35827 - SpeechRighter, Inc.(CAVA @ Los Angeles)	Bill	09/21/2024	INV-00312		(1,113.75)
	Bill Payment	09/23/2024	35827		1,113.75
					0.00
Bill Payment #35832 - TinyEYE Technology Corporation(CAVA @ Los Angeles)	Bill	09/20/2024	INV-00567		(364.00)
	Bill Payment	09/23/2024	35832		364.00
					0.00
Bill Payment #35834 - Wayfinder Family Services(CAVA @ Los Angeles)	Bill	09/20/2024	August 2024		(690.33)
	Bill Payment	09/23/2024	35834		690.33
					0.00
Bill Payment #ACH 09.25.2024 - K12 MANAGEMENT INC	Bill	07/18/2024	INV-003-15670 _ LA-Jun.24-SS&T	INV-003-15670 _ LA-Jun.24-SS&T	(1,388,473.00)
	Bill	07/24/2024	INV-003-15748 _ LA-Jun.24-Hotspots	INV-003-15748 _ LA-Jun.24-Hotspots	(45.00)
	Bill	07/23/2024	INV-003-15723 LA-Jun.24-Lease	INV-003-15723 LA-Jun.24-Lease	(11,739.58)
	Bill	07/30/2024	INV-003-15845 _ LA-Jul.24-COM	INV-003-15845 _ LA-Jul.24-COM	(138,995.00)
	Bill	07/30/2024	INV-003-15797 _ LA-Jul.24-OLS	INV-003-15797 _ LA-Jul.24-OLS	(70,035.00)
	Bill	07/30/2024	INV-003-15902 _ LA-Jul.24-MAT	INV-003-15902 _ LA-Jul.24-MAT	(113,403.50)
	Bill	07/30/2024	INV-003-15943 _ LA-Jun.24-TchrOLS	INV-003-15943 _ LA-Jun.24-TchrOLS	(33,880.00)
	Bill	06/17/2024	INV-003-15533 _ LA-Jun.24-Testing Comp	INV-003-15533 _ LA-Jun.24-Testing Comp	(6,750.00)
	Bill	06/14/2024	INV-003-15447 _ LA-May24-Lease	INV-003-15447 _ LA-May24-Lease	(598.63)
	Bill	06/25/2024	INV-003-15625 _ LA-Jun.24-TchrOLS	INV-003-15625 _ LA-Jun.24-TchrOLS	(44,220.00)
	Bill	06/25/2024	INV-003-15637 _ LA-Jun.24-Testing Comp	INV-003-15637 _ LA-Jun.24-Testing Comp	(29,750.00)
	Bill	08/19/2024	INV-003-15963 _ LA-Jul.24-SS&T	INV-003-15963 _ LA-Jul.24-SS&T	(1,582,312.00)
	Bill	08/19/2024	INV-003-16099 _ LA-Aug.24-OLS	INV-003-16099 _ LA-Aug.24-OLS	(340,067.54)
	Bill Payment	09/25/2024	ACH 09.25.2024	SEP 2024 K12 Payment	3,760,269.25
Bill Credit #CM-003-1593 _ LA-Jul-Aug.24-COM - K12 MANAGEMENT INC	Bill	07/30/2024	INV-003-15845 _ LA-Jul.24-COM	INV-003-15845 _ LA-Jul.24-COM	(4,590.00)
	Bill Credit	09/23/2024	CM-003-1593 _ LA-Jul-Aug.24-COM	CM-003-1593 _ LA-Jul-Aug.24-COM	4,590.00
					0.00
					0.00
Total					9,237,826.82

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Zoom Video Communications, Inc.	13,244.92
Document Tracking Services	4,849.31
Smile From The Inside, Inc.	4,038.16
Reading Horizons	3,865.17
Robert Half Inc.	3,635.40
Barrington Staffing Services	3,469.95
AppleOne Employment Services	2,940.37
UPS	2,813.43
Pitney Bowes Bank Inc Purchase Power	2,457.83
DW Educational Research, Inc	2,439.80
Integration Inc.	2,261.59
City Printing Graphics	2,115.69
FusionPlus Inc	2,019.08
Speech Guy, LLC	1,525.37
Solution Tree	1,493.79
DataBasics, Inc.	1,286.54
Law Offices of Young, Minney & Corr, LLP	1,252.00
Amazon	1,249.23
Augmentative Communications Solutions	1,105.04
Crisis Prevention Institute	1,013.01
Certified Languages International	948.33
The Back Room Inc	926.09
Supreme Facility Services, Inc.	885.70
Effectual Educational Consulting Service	858.02
De Lage Landen Financial Services Inc.	846.09
Southern California Edison	737.55
AT&T Mobility	680.81
Vogue Sign Company	631.84
Comm-Core	549.65
Verizon Wireless	461.07
Golf N' Stuff Group Sales	396.52
NASSP	290.78
The Silly Room	286.12
Quill Corporation	283.19
Green Hasson & Janks LLP	215.91
Pitney Bowes Global Financial Services	205.82
ULINE	192.54
Doctors Wellness Company LLC dba WellnessMart MD	166.91
Carmen Gomez Ruiz	161.53
Everon, LLC	141.44
AXIS Teletherapy	123.94
Waste Management	113.17

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Bill.com	103.61
Sparkletts	82.18
Western Exterminator Company	67.20
Paper Recycling & Shredding	58.15
Little Caesars	52.91
Grand Total	69,542.72

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3007	August	600.00	161.53
Carmen Gomez Ruiz Total	Operations and Housekeeping Services Total					600.00	161.53
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 581644	August (8/22)	108.00	29.07
	Office Expense Total			LLC 582612	September (9/05)	108.00	29.07
Paper Recycling & Shredding Total						216.00	58.15
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E344	August (8/24)	1,338.73	360.40
				LLC 000073Y68E354	August (8/31)	2,253.60	606.68
				LLC 000073Y68E364	September (9/07)	2,138.27	575.65
				LLC 000073Y68E374	September (9/14)	1,976.30	532.04
			280 SPED	LLC 0000V9159W344	August (8/24)	646.83	176.19
				LLC 0000V9159W354	August (8/31)	857.62	233.60
				LLC 0000V9159W364	September (9/07)	623.29	169.78
				LLC 0000V9159W374	September (9/14)	584.04	159.08
UPS Total	Shipping Total					10,418.68	2,813.43
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6961250-0283-7	September	167.38	45.06
	Operations and Housekeeping Services Total			LLC 6961266-0283-3	September	253.00	68.11
Waste Management Total						420.38	113.17
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 43941	August (8/18)	1,278.82	344.27
				LLC 43960	August (8/25)	2,967.51	798.89
				LLC 43981	September (9/01)	3,231.92	870.07
				LLC 44004	September (9/08)	2,327.16	626.50
			280 SPED	LLC 43941	August (8/18)	756.38	206.03
				LLC 43989	September (9/01)	1,265.98	344.84
				LLC 44004	September (9/08)	1,025.60	279.36
Barrington Staffing Services Total	Outside Service Total					12,853.37	3,469.95
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1014	September	7,500.00	2,019.08
FusionPlus Inc Total	Outside Service-General Total					7,500.00	2,019.08
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 11936	September (9/06)	2,755.00	828.46
	Legal Fees Total		280 SPED	LLC 11936	September (9/06)	1,367.50	423.54
Law Offices of Young, Minney & Corr, LLP Total						4,122.50	1,252.00
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC F19306535	August	1,925.00	200.00
	Outside Service-General Total		320 Supp- ELD Services	LLC T-930650076	August	16,072.59	4,649.31
Document Tracking Services Total						17,997.59	4,849.31
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9973003637	August	1,712.67	461.07
Verizon Wireless Total	Telephone - Administration Total					1,712.67	461.07
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586083124	August (8/31)	2,898.00	948.33
Certified Languages International Total	Outside Service-General Total					2,898.00	948.33
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1091790	September	2,041.72	549.65
Comm-Core Total	Communications Total					2,041.72	549.65
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4086	September	3,290.00	885.70
Supreme Facility Services, Inc. Total	Operations and Housekeeping Services Total					3,290.00	885.70
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-5792404-6013058	August	309.71	83.38
				111-7607258-3828246	August	23.37	6.29
				111-8068477-2307417	August	86.02	23.16
				111-6219620-2117030	August	69.61	18.74
				111-4525302-1982631	August	19.28	5.19
				111-7496625-4557831	August	27.85	7.50
				111-1377552-3496266	August	71.29	19.19
				111-7342983-4425038	August	25.72	6.92
				111-4122506-8319414	August	16.29	4.39
				111-7206429-8240246	September	84.98	22.88
				111-5858623-3337817	September	11.03	2.97
				111-5122939-0521845	September	44.85	12.07
				111-2522348-7283454	September	44.63	12.01
				111-4881125-3402623	September	62.12	16.72
				111-4099992-2625039	September	343.16	92.38
				111-8346159-5025007	September	58.38	15.72
				111-6482284-5148212	September	207.27	55.80
				111-5797405-7325059	September	21.44	5.77
				111-2213587-5226614	September	536.83	144.52
				111-9014714-1501822	September	32.69	8.80
				111-5235603-8627447	September	16.90	4.55
				111-9996339-5438647	September	350.74	94.42
				111-0422777-4613059	September	52.14	14.04
				112-3970578-9955444	September	33.86	9.12
				112-8038656-8742644	September	128.64	34.63
				112-7310834-2845858	September	712.46	191.80
				112-0172660-8663422	September	87.50	23.56
				112-3288450-3346612	September	686.32	184.76
				112-6322199-5946603	September	297.05	79.97
				112-7449466-3791452	September	178.23	47.98
Amazon Total	Office Expense Total					4,640.36	1,249.23
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 40444157	September (9/06)	1,051.91	283.19
Quill Corporation Total	Office Expense Total					1,051.91	283.19

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
						772.22	207.89
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 082824 LLC 5291974901	September September (9/10)	1,756.68	472.92
	Communications Total					2,528.90	680.81
AT&T Mobility Total						3,440.00	926.09
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3149	August	3,440.00	926.09
The Back Room Inc Total	Outside Service-General Total					3,440.00	926.09
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6935149 LLC 01-6939137 LLC 01-6944661 LLC 01-6949380	August (8/17) August (8/24) August (8/31) September (9/07)	2,881.20 2,881.20 2,296.17 10,922.18	775.65 775.65 618.15 2,940.37
	Outside Service Total					10,922.18	2,940.37
AppleOne Employment Services Total						620.00	166.91
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4873	August	620.00	166.91
Doctors Wellness Company LLC dba WellnessMart MD Total	Outside Service-General Total					620.00	166.91
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24098454062	September	1,410.00	103.61
	Dues and Memberships Total					1,410.00	103.61
Bill.com Total						2,739.66	737.55
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 091124	August	2,739.66	737.55
Southern California Edison Total	Utilities Total					2,739.66	737.55
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	630 Title III	LLC 5307227	August (8/26)	5,600.00	1,493.79
Solution Tree Total	Teacher Training Total					5,600.00	1,493.79
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83010406 LLC 83052785	September September (9/16)	554.50 3,142.86	149.28 846.09
De Lage Landen Financial Services Inc. Total	Equipment Rental Expense Total					3,142.86	846.09
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813713	September	4,778.95	1,286.54
DataBasics, Inc. Total	Outside Service-General Total					4,778.95	1,286.54
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 091624	September	9,129.75	2,457.83
Pitney Bowes Bank Inc Purchase Power Total	Postage Total					9,129.75	2,457.83
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 090124	September (9/01)	305.27	82.18
Sparkletts Total	Office Expense Total					305.27	82.18
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2206	September (9/01)	15,000.00	4,038.16
Smile From The Inside, Inc. Total	Outside Service-General Total					15,000.00	4,038.16
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 67422552	September (9/04)	249.60	67.20
Western Exterminator Company Total	Operations and Housekeeping Services Total					249.60	67.20
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 63959179 LLC 63985201 LLC 64005105 LLC 64005208 LLC 64015188 LLC 64021034 LLC 64021037 LLC 64059052 LLC 64059054 LLC 64053213 LLC 64087082	August (8/09) August (8/16) August (8/23) August (8/23) August (8/23) August (8/30) August (8/30) September (9/06) September (9/06) September (9/06) September (9/13)	1,395.64 1,519.30 1,278.40 319.60 1,598.00 1,598.00 1,278.20 1,278.40 1,102.01 1,600.40 13,503.91	375.72 409.01 344.16 86.04 430.20 430.20 344.11 344.16 296.67 430.84 3,635.40
	Outside Service Total					13,503.91	3,635.40
Robert Half Inc. Total						14,190.00	3,865.17
Reading Horizons	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV71195	September (9/03)	14,190.00	3,865.17
Reading Horizons Total	Non K12 Curriculum Total					14,190.00	3,865.17
Crisis Prevention Institute	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC W017587942 LLC NAIN-108421	August (8/28) September (9/04)	1,661.84 3,323.68	452.66 905.33
	Non K12 Curriculum Total					200.00	53.84
	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-102927 LLC NAIN-104510	August (8/12) August (8/17)	200.00 400.00	53.84 107.68
Crisis Prevention Institute Total	Teacher Training Total					3,723.68	1,013.01
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12616	July (7/31)	3,150.00	858.02
Effectual Educational Consulting Service Total	Subagreements for Services Total					3,150.00	858.02
NASSP	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 9001779728 LLC 9001779729	January (1/14) January (1/14)	385.00 385.00	145.39 145.39
	Prepaid Other Total					770.00	290.78
NASSP Total						770.00	290.78
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 156097249 LLC 156309956	August (8/16) September (9/04)	385.00 450.38	145.39 121.25
Everon, LLC Total	Operations and Housekeeping Services Total					525.38	141.44

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Augmentative Communications Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-0718	August (8/19)	1,550.00	1,105.04
Augmentative Communications Solutions Total	Subagreements for Services Total					1,550.00	1,105.04
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3000	July (7/31)	455.00	123.94
AXIS Teletherapy Total	Subagreements for Services Total					455.00	123.94
DW Educational Research, Inc	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	101 General	LLC 2151	August (8/29)	11,000.00	2,439.80
DW Educational Research, Inc Total	Non K12 Curriculum Total					11,000.00	2,439.80
Golf N' Stuff Group Sales	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	330 SUPP - Engagement	LLC 2178	July (7/11)	1,050.00	396.52
Golf N' Stuff Group Sales Total	School Event Total					1,050.00	396.52
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2408153	August (8/31)	5,036.27	1,355.82
Integration Inc. Total	Postage Total					5,036.27	1,355.82
Pitney Bowes Global Financial Services	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2408153	August (8/31)	3,364.55	905.77
Pitney Bowes Global Financial Services Total	Printing Expense Total					3,364.55	905.77
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31788 LLC 24-31789	September (9/09) September (9/09)	6,467.18	1,944.76
City Printing Graphics Total	Printing Expense Total					7,095.61	2,115.69
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 94660	August (8/24)	718.00	215.91
Green Hasson & Janks LLP Total	Accounting Fees Total					718.00	215.91
Speech Guy, LLC	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	280 SPED	LLC TCUSD2407	September (9/02)	5,600.00	1,525.37
Speech Guy, LLC Total	Teacher Training Total					5,600.00	1,525.37
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 182858061	September (9/09)	715.19	192.54
ULINE Total	Office Expense Total					715.19	192.54
Vogue Sign Company	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 2408064	August (8/31)	2,347.00	631.84
Vogue Sign Company Total	Office Expense Total					2,347.00	631.84
The Silly Room	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC MX_176	September (9/02)	1,050.40	286.12
The Silly Room Total	Subagreements for Services Total					1,050.40	286.12
Zoom Video Communications, Inc.	Prepaid Other	13514 Prepaid Other	480 SUPP - Student Training	LLC INV27347018A	September (9/18)	40,475.00	13,244.92
Zoom Video Communications, Inc. Total	Prepaid Other Total					40,475.00	13,244.92
Little Caesars	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	978	September	196.54	52.91
Little Caesars Total	Office Expense Total					196.54	52.91
Grand Total						246,851.40	69,542.72

**California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
October 01, 2024 - October 31, 2024**

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	5,363,103.97
Insperty	PEO - Payroll Services and HR Admin Services provider	3,691,450.11
Los Angeles County Office	STRS P&I	1,075,443.63
School Pathways LLC	Annual Subscription	74,883.30
Anchor Counseling & Education Solutions	Special Education Contracted Services	74,586.33
Effectual Educational Consulting Service	Special Education Services	56,222.32
State Board of Equalization	Sales Tax	55,262.00
E-Therapy Intermediate, INC	Special Education Contracted Services	48,958.92
Communicology, Inc., DBA, TeleSesh	Special Education Contracted Services	47,644.45
Dynamic Hope Schools	Special Education Contracted Services	42,234.43
Virtual Technologies Group	Computer equip. & installation	37,019.57
California Virtual Academy @ Fresno	Intercompany Settlement	34,724.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	32,838.54
Rids Brother Company Inc	Transportation Services	32,025.00
California Teachers Association	Union Dues	29,890.90
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	29,281.39
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	25,960.84
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	25,213.34
N2Y, LLC	Curricular resource renewals	23,792.87
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	18,629.26
UPS	Shipping Expenses	18,108.72
El Paseo Children's Center, Inc.	Special Education Contracted Services	17,864.59
Document Tracking Services	Translation Services	17,473.58
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	16,099.74
Pitney Bowes Purchase Power	Postage	15,219.75
Smile From The Inside, Inc.	HCM Consulting	15,000.00
Grace Speech Therapy Corp.	SLP IEP Attendance	14,941.55
Speech Guy, LLC	Special Education Contracted Services	14,688.69
Passageway Inc.	SAI Services	13,929.40
Barrington Staffing Services	Temp staffing	13,687.00
EMHSports USA, Inc	Special Education Contracted Services	13,275.00
ECE 4 Autism	Special Education Contracted Services	12,772.79
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	12,125.00
Del Sol School, Inc	SAI Services	10,973.95
AppleOne Employment Services	Temp staffing	10,750.97
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	10,710.16
Law Offices of Young, Minney & Corr, LLP	Legal Services	10,500.00
Robert Half Inc.	Temp staffing	10,136.39
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	10,103.91
Elliott Institute	SAI and related services for NPS placement	10,073.30
Kajeet Inc.	Data Hotspot	9,538.37
Green Hasson & Janks LLP	Audit Fees & Professional Services	8,858.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	8,805.41
Specialized Therapy Services Inc	Special Education Contracted Services	7,779.00
Haynes Family of Programs	Special Education Contracted Services	7,559.33
Partners in Special Education	Special Education Contracted Services	7,550.00
FusionPlus Inc	MARVIN Sped system	7,500.00
PSYCHOLOGICAL ASSESSMENT RESOURCES INC DBA PAR INC	Psychologist Materials	7,336.60
Beach Cities Learning Center	Special Education SAI Services	7,199.86
The Center for Learning Unlimited	Special Education Contracted Services	7,175.10
Behavior Education Consulting Center	Psychological Services	6,115.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	5,405.50
Augmentative Communications Solutions	Special Education Contracted Services	4,920.00
Scenario Learning, LLC	PathwayOS (Transeo Yr 3) - WBL Platform Software Subscription	4,737.00
DataBasics, Inc.	Expense Report Service	4,509.45
Bridge The Gap Sped, LLC	Special Education Contracted Services	4,432.50
Reading Horizons	Online software subscriptions	4,400.00
EverDriven Technologies LLC	Fuel Surcharge	4,236.40
The Stepping Stones Group LLC	Special Education Contracted Services	4,054.25
Vista Del Mar/Vista School	Special Education Contracted Services	3,706.82
Kadant, LLC	Special Education Contracted Services	3,508.07
The Back Room Inc	Special Education Contracted Services	3,440.00
Solution Tree	Professional Development	3,360.00
Supreme Facility Services, Inc.	Janitorial services	3,290.00
Certified Languages International	Special Education Contracted Services	3,128.25
Epiphany Academic Services, LLC dba Epiphany Academy NPS	Special Education Contracted Services	3,056.00

AT&T Mobility	Telephone Services	2,651.64
Village Glen School	Special Education Contracted Services	2,615.08
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	2,605.46
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	2,588.36
Southern California Edison	Electricity	2,391.38
SpeechRighter, Inc.	Special Education Contracted Services	2,261.25
Quill Corporation	Office Supplies	2,256.49
UBEO Business Services	Copier Lease	2,191.41
Rosetta Stone Ltd.	Rosetta Stone to be used for our Newcomer ELD Program for EL students	2,160.00
Little Ears Therapy Centers	Special Education Contracted Services	2,080.00
Amazon Capital Services	Staff Office Supplies	2,066.51
Braille Abilities, LLC	Special Education Orientation and Mobility Services	2,040.05
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,995.00
Comm-Core LLC	Telephone Services	1,968.22
PLUS, LLC	Reading Intervention for SPED student	1,920.00
Wayfinder Family Services	NPS placement and services	1,916.38
Adobe Inc.	Adobe license renewal	1,845.00
eLuma	Special Individual Counseling Services	1,712.24
Stepping Stones Therapy	Special Education Contracted Services	1,527.50
Spectrum Center - Rossier Park High School	Special Education Contracted Services	1,357.92
City of Simi Valley	Utilities Water Services	1,156.59
Everon, LLC	Security Monitoring Services	1,142.57
Sally Gonzalez	Special Education Professional Services	1,075.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	982.80
Jabbergym, LLC	Language and Speech Therapy	906.25
Ontario Refrigeration	Office A/C Maintenance	863.00
City Printing Graphics	CAVA Badges, Envelopes and Seals	852.64
VC Furniture & Facility Services	Office cubicle & workstation reconfiguration	845.00
Verizon Wireless	Telephone Services	842.19
Dutch Ryan Plumbing	Plumbing Repair Services	744.00
RH Vision Services	Special Education Contracted Services	740.00
Orkin	Pest Control Services	715.00
Oxford Consulting Services	Special Education Contracted Services	690.00
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	640.62
Foundations Therapy Service	Special Education Contracted Services	625.75
Carmen Gomez Ruiz	Gardening Services	600.00
Interpreters Unlimited	Professional language services	577.50
TinyEYE Technology Corporation	Special Education Contracted Services	569.33
Summit View School	Special Education Contracted Services	509.86
Waste Management	Dumpster Services	420.38
Sunny Kids Therapy, Inc.	Special Education Contracted Services	357.50
Sparkletts	Office Drinking Water	342.74
California State Teachers' Retirement System	Retirement Contributions	309.01
A1 Speech Therapy, Inc.	Special Education Contracted Services	256.00
Western Exterminator Company	Pest Control Maintenance	249.60
Elite Services 4 You	Special Education Contracted Services - Translation services	222.00
Paper Recycling & Shredding	Documents Shredding	216.00
LACOE	FY2023-2024 billing for network services	200.00
Tiffany Richardson	Recreation Services	200.00
Deaf and Hard of Hearing Educational Solutions, Inc.	Special Education Contracted Services	193.33
Doctors Wellness Company LLC dba WellnessMart MD	Special Education Contracted Services	186.00
Beyond Blindness, Inc.	Special Education Contracted Services	133.05
Inspire Education Center, LLC	Special Education Contracted Services	125.00
Best Hearing San Diego	Special Education Contracted Services	75.00
Apple Inc.	Special Education Contracted Services	17.50
Zoom Video Communications, Inc.	Annual Subscription	1.00
Grand Total		11,293,932.67

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
October 01, 2024 - October 31, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount (42.01)
Bill Payment #35994 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/24/2024	1Q93-FHLX-GYCK		(188.41)
	Bill	10/24/2024	16MN-WR3H-DCQQ		(245.65)
	Bill	10/24/2024	196L-F4FP-4MWG		(218.29)
	Bill	10/24/2024	1M9K-XMPR-36HW		694.36
				Cr. Memo Ref# 1KHM-NVVH-DRQ3 Amazon Capital Services	
	Bill Payment	10/25/2024	35994		(87.10)
Bill Payment #35952 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/16/2024	1F6V-KFFP-JH3J		(176.39)
	Bill	10/16/2024	1TRJ-633V-WYJF		263.49
	Bill Payment	10/17/2024	35952	Ref# 13H7-LMXN-YKHJ Amazon Capital Services	(179.00)
Bill Payment #35896 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/09/2024	19YY-D9PR-FTGR		(87.75)
	Bill	10/09/2024	1FFT-YCM3-W9HX		(119.84)
	Bill	10/09/2024	1R3M-9YQV-PNPL		(148.54)
	Bill	10/09/2024	1YFH-LTTN-GYDK		535.13
	Bill Payment	10/10/2024	35896		(128.21)
Bill Payment #35851 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/03/2024	134V-1WHG-TQ3J		(66.14)
	Bill	10/03/2024	1GF6-KVT9-DDRQ		(65.24)
	Bill	10/03/2024	1N3L-3T9C-D7HN		(66.14)
	Bill	10/03/2024	1TQN-DM6V-CWP6		(247.80)
	Bill	10/03/2024	1WRR-WRHN-T9CK		573.53
	Bill Payment	10/07/2024	35851		(128.21)
Bill Credit #Ref# 1KHM-NVVH-DRQ3 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/24/2024	1Q93-FHLX-GYCK		128.21
	Bill Credit	10/24/2024	Ref# 1KHM-NVVH-DRQ3	Cr. Memo Ref# 1KHM-NVVH-DRQ3 Amazon Capital Services	(89.29)
Bill Credit #Ref# 13H7-LMXN-YKHJ (Cr. Memo) - Amazon Capital Services(CAVA @ Los Angeles)	Bill	10/16/2024	1F6V-KFFP-JH3J		(87.10)
	Bill	10/16/2024	17K7-YMTW-4WYM		176.39
	Bill Credit	10/17/2024	Memo)	Ref# 13H7-LMXN-YKHJ Amazon Capital Services	0.00
Amount Unapplied - Bill Payment #35994 - Amazon Capital Services(CAVA @ Los Angeles)					0.00
					(1,851.17)
Bill Payment #35981 - Barrington Staffing Services(CAVA@LA)	Bill	10/24/2024	LLC 44110		(1,293.06)
	Bill	10/24/2024	LLC 44143		3,144.23
	Bill Payment	10/25/2024	35981		(1,201.33)
Bill Payment #35880 - Barrington Staffing Services(CAVA@LA)	Bill	10/10/2024	LLC 44087		(3,147.45)
	Bill	10/09/2024	LLC 44068		4,348.78
	Bill Payment	10/10/2024	35880		(3,141.96)
Bill Payment #35836 - Barrington Staffing Services(CAVA@LA)	Bill	10/03/2024	LLC 44025		(3,052.03)
	Bill	10/03/2024	LLC 44047		6,193.99
	Bill Payment	10/07/2024	35836		0.00
					(600.00)
Bill Payment #35943 - Carmen Gomez Ruiz(CAVA @ Los Angeles)	Bill	10/16/2024	LLC 3008		600.00
	Bill Payment	10/17/2024	35943		0.00
					(1,575.00)
Bill Payment #35884 - Document Tracking Services(CAVA@LA)	Bill	10/09/2024	LLC FT9306536		(15,898.58)
	Bill	10/09/2024	LLC T-930650077		17,473.58
	Bill Payment	10/10/2024	35884		0.00
					(6,116.25)
Bill Payment #36005 - Effectual Educational Consulting Service(CAVA@LA)	Bill	10/24/2024	INV-08889		(5,420.00)
	Bill	10/24/2024	INV-08918		(419.53)
	Bill	10/24/2024	INV-08929		(660.00)
	Bill	10/24/2024	INV-08932		(3,460.00)
	Bill	10/24/2024	INV-08934		(210.00)
	Bill	10/24/2024	INV-08941		(59.60)
	Bill	10/25/2024	INV-08946		(120.00)
	Bill	10/25/2024	INV-08948		16,465.38
	Bill Payment	10/25/2024	36005		(52.50)
Bill Payment #35960 - Effectual Educational Consulting Service(CAVA@LA)	Bill	10/16/2024	INV-08866		(990.00)
	Bill	10/16/2024	INV-08870		(1,085.00)
	Bill	10/16/2024	INV-08859		(300.00)
	Bill	10/16/2024	INV-08900		(120.00)
	Bill	10/16/2024	INV-08877		(120.00)
	Bill Payment	10/17/2024	35960		2,667.50

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
October 01, 2024 - October 31, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35910 - Effectual Educational Consulting Service(CAVA@LA)	Bill	10/10/2024	INV-08835		(240.00)
	Bill	10/10/2024	INV-08820		
	Bill	10/10/2024	INV-08822		(210.00)
	Bill	10/10/2024	INV-08834		(100.00)
	Bill	10/10/2024	INV-08826		(120.00)
	Bill	10/10/2024	INV-08830		(2,180.39)
	Bill	10/10/2024	INV-08831		(570.00)
	Bill	10/10/2024	INV-08843		(1,170.00)
	Bill	10/10/2024	INV-08852		(720.00)
	Bill	10/10/2024	INV-08771		(560.00)
	Bill	10/10/2024	INV-08774		(2,650.00)
	Bill	10/10/2024	INV-08779		(1,945.00)
	Bill	10/10/2024	INV-08786		(2,430.00)
	Bill	10/10/2024	INV-08797		(1,470.00)
	Bill	10/10/2024	INV-08806		(1,950.00)
	Bill	10/09/2024	INV-08818		(1,560.00)
	Bill	10/09/2024	INV-08668		(840.00)
	Bill	10/09/2024	INV-08743		(3,291.25)
	Bill	10/09/2024	INV-08744		(390.00)
	Bill	10/09/2024	INV-08750		(120.00)
	Bill	10/09/2024	INV-08754		(120.00)
	Bill	10/09/2024	INV-08758		(1,140.00)
	Bill	10/09/2024	INV-08760		(70.00)
	Bill	10/09/2024	INV-08768		(1,800.00)
	Bill	10/09/2024	INV-08802		(750.00)
	Bill Payment	10/10/2024	35910		(360.00)
Bill Payment #35858 - Effectual Educational Consulting Service(CAVA@LA)					26,756.64
	Bill	10/03/2024	INV-08647		(65.00)
	Bill	10/03/2024	INV-08652		
	Bill	10/03/2024	INV-08658		(200.00)
	Bill	10/03/2024	INV-08661		(200.00)
	Bill	10/03/2024	INV-08685		(3,232.50)
	Bill	10/03/2024	INV-08695		(1,162.50)
	Bill	10/03/2024	INV-08701		(780.00)
	Bill	10/03/2024	INV-08704		(760.00)
	Bill	10/03/2024	INV-08708		(65.00)
	Bill	10/03/2024	INV-08713		(595.00)
	Bill	10/03/2024	INV-08720		(1,502.87)
	Bill	10/03/2024	INV-08727		(190.00)
	Bill	10/03/2024	INV-08728		(139.53)
	Bill	10/03/2024	INV-08736		(340.40)
	Bill Payment	10/07/2024	35858		(1,100.00)
					10,332.80
					0.00
Amount Unapplied - Bill Payment #36005 - Effectual Educational Consulting Service(CAVA@LA)					
Bill Payment #35840 - FusionPlus Inc(CAVA@LA)	Bill	10/03/2024	LLC INV-1015		0.00
	Bill Payment	10/07/2024	35840		(7,500.00)
					7,500.00
Bill Payment #35922 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	10/09/2024	12438		0.00
	Bill Payment	10/10/2024	35922		(2,525.00)
					2,525.00
Bill Payment #35886 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	10/09/2024	LLC 12564		(7,975.00)
	Bill Payment	10/10/2024	35886		
					7,975.00
Bill Payment #36013 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
					(559.72)
	Bill	10/24/2024	INV-07480		
	Bill	10/24/2024	INV-07481		
	Bill	10/24/2024	INV-07482		(150.29)
	Bill	10/24/2024	INV-07483		(113.00)
	Bill	10/24/2024	INV-07484		(483.75)
	Bill	10/24/2024	INV-07485		(56.50)
	Bill	10/24/2024	INV-07486		(517.00)
	Bill	10/24/2024	INV-07487		(428.00)
	Bill	10/24/2024	INV-07488		(338.23)
	Bill	10/24/2024	INV-07489		(288.00)
	Bill	10/24/2024	INV-07561		(458.00)
	Bill	10/25/2024	INV-07567		(700.22)
	Bill	10/25/2024	INV-07568		(358.25)
	Bill	10/25/2024	INV-07569		(609.58)
	Bill	10/25/2024	INV-07570		(235.04)
	Bill	10/25/2024	INV-07571		(56.50)
	Bill	10/25/2024	INV-07572		(417.25)
	Bill	10/25/2024	INV-07573		(400.59)
					(532.00)

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #36013 - National TeleTherapy	Bill	10/25/2024	INV-07574		(369.00)
	Bill Payment	10/25/2024	36013		7,070.92
					(494.50)
Bill Payment #35965 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-07338		(225.25)
	Bill	10/16/2024	INV-07340		(912.25)
	Bill	10/16/2024	INV-07371		(565.25)
	Bill	10/16/2024	INV-07373		(299.25)
	Bill	10/16/2024	INV-07375		(197.75)
	Bill	10/16/2024	INV-07429		(476.25)
	Bill	10/16/2024	INV-07430		(402.25)
	Bill	10/16/2024	INV-07431		(272.30)
	Bill	10/16/2024	INV-07432		(251.00)
	Bill	10/16/2024	INV-07433		(391.50)
	Bill	10/16/2024	INV-07434		(61.64)
	Bill	10/16/2024	INV-07435		(851.46)
	Bill	10/16/2024	INV-07474		(254.25)
	Bill	10/16/2024	INV-07477		(194.67)
	Bill	10/16/2024	INV-07478		(576.00)
	Bill	10/16/2024	INV-07479		6,425.57
	Bill Payment	10/17/2024	35965		(282.50)
Bill Payment #35926 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	10/10/2024	INV-07332		(232.90)
	Bill	10/10/2024	INV-07333		(709.00)
	Bill	10/10/2024	INV-07334		(877.21)
	Bill	10/10/2024	INV-07337		(916.00)
	Bill	10/10/2024	INV-07339		(807.13)
	Bill	10/10/2024	INV-07342		(532.00)
	Bill	10/10/2024	INV-07348		(1,026.50)
	Bill	10/09/2024	INV-07182		(565.25)
	Bill	10/09/2024	INV-07251		(59.00)
	Bill	10/09/2024	INV-07253		(836.13)
	Bill	10/09/2024	INV-07335		(113.00)
	Bill	10/09/2024	INV-07336		(287.83)
	Bill	10/09/2024	INV-07341		(122.04)
	Bill	10/09/2024	INV-07343		(156.66)
	Bill	10/09/2024	INV-07344		(685.21)
	Bill	10/09/2024	INV-07359		(696.50)
	Bill	10/09/2024	INV-07360		(140.44)
	Bill	10/09/2024	INV-07368		(604.04)
	Bill	10/09/2024	INV-07369		(56.50)
	Bill	10/09/2024	INV-07370		(133.00)
	Bill	10/09/2024	INV-07372		(731.50)
	Bill	10/09/2024	INV-07374		(56.50)
	Bill	10/09/2024	INV-07376		(258.50)
	Bill	10/09/2024	INV-07377		(56.50)
	Bill	10/09/2024	INV-07378		10,941.84
	Bill Payment	10/10/2024	35926		(66.50)
Bill Payment #35863 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	10/03/2024	INV-07139		(532.00)
	Bill	10/03/2024	INV-07141		(225.25)
	Bill	10/03/2024	INV-07190		(342.52)
	Bill	10/03/2024	INV-07189		(322.62)
	Bill	10/03/2024	INV-07181		(199.42)
	Bill	10/03/2024	INV-07183		(579.75)
	Bill	10/03/2024	INV-07184		(724.00)
	Bill	10/03/2024	INV-07185		(113.00)
	Bill	10/03/2024	INV-07186		(113.00)
	Bill	10/03/2024	INV-07187		(857.00)
	Bill	10/03/2024	INV-07188		(458.00)
	Bill	10/03/2024	INV-07191		(310.00)
	Bill	10/03/2024	INV-07194		4,843.06
	Bill Payment	10/07/2024	35863		0.00
Amount Unapplied - Bill Payment #35926 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
Amount Unapplied - Bill Payment #35863 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
					0.00
					(108.00)
Bill Payment #35945 - Paper Recycling & Shredding(CAVA@LA)	Bill	10/16/2024	LLC 584743		108.00
	Bill Payment	10/17/2024	35945		(108.00)
Bill Payment #35843 - Paper Recycling & Shredding(CAVA@LA)	Bill	10/03/2024	LLC 583667		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35843 - Paper Recycling &	Bill Payment	10/07/2024	35843		108.00
					0.00
Bill Payment #36015 - Partners in Special Education(CAVA@LA)	Bill	10/25/2024	INV-01121		(4,508.75)
	Bill	10/25/2024	INV-01129		(225.00)
	Bill	10/25/2024	INV-01121 (addtnl)	To Add SPED Missing Line Item - Jayson Martinez on 10/04/2024	(80.00)
	Bill Payment	10/25/2024	36015	To Add SPED Missing Line Item - Jayson Martinez on 10/04/2024	4,813.75
Bill Payment #35966 - Partners in Special Education(CAVA@LA)	Bill	10/16/2024	CINV-000PSE1		(195.00)
	Bill Payment	10/17/2024	35966		195.00
Bill Payment #35928 - Partners in Special Education(CAVA@LA)	Bill	10/09/2024	INV-01112		(1,150.00)
	Bill Payment	10/10/2024	35928		1,150.00
Bill Payment #35864 - Partners in Special Education(CAVA@LA)	Bill	10/03/2024	INV-01102		(1,391.25)
	Bill Payment	10/07/2024	35864		1,391.25
					0.00
Bill Payment #36021 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	10/24/2024	INV-01140		(2,251.25)
	Bill	10/25/2024	INV-01148		(2,412.92)
	Bill Payment	10/25/2024	36021		4,664.17
Bill Payment #35971 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	10/16/2024	INV-01128		(3,831.19)
	Bill Payment	10/17/2024	35971		3,831.19
Bill Payment #35933 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	10/10/2024	INV-01114		(5,017.25)
	Bill	10/09/2024	INV-01115		(1,176.08)
	Bill Payment	10/10/2024	35933		6,193.33
					0.00
Bill Payment #35930 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00910		(3,834.71)
	Bill Payment	10/10/2024	35930		3,834.71
Bill Payment #35865 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00900		(4,807.20)
	Bill	10/03/2024	INV-00911		(163.50)
	Bill Payment	10/07/2024	35865		4,970.70
					0.00
Bill Payment #35991 - UPS(CAVA@LA)	Bill	10/24/2024	LLC 000073Y68E424		(958.03)
	Bill	10/24/2024	LLC 0000V9159W424		(272.04)
	Bill Payment	10/25/2024	35991		1,230.07
Bill Payment #35950 - UPS(CAVA@LA)	Bill	10/16/2024	LLC 000073Y68E414		(4,749.34)
	Bill	10/16/2024	LLC 0000V9159W414		(738.49)
	Bill Payment	10/17/2024	35950		5,487.83
Bill Payment #35892 - UPS(CAVA@LA)	Bill	10/09/2024	LLC 000073Y68E404		(5,942.69)
	Bill	10/09/2024	LLC 0000V9159W404		(671.22)
	Bill Payment	10/10/2024	35892		6,613.91
Bill Payment #35850 - UPS(CAVA@LA)	Bill	10/03/2024	LLC 000073Y68E384		(1,974.11)
	Bill	10/03/2024	LLC 000073Y68E394		(1,622.91)
	Bill	10/03/2024	LLC 0000V9159W384		(543.58)
	Bill	10/03/2024	LLC 0000V9159W394		(636.31)
	Bill Payment	10/07/2024	35850		4,776.91
					0.00
Bill Payment #36026 - Virtual Technologies Group(CAVA@LA)	Bill	10/24/2024	211960		(1,439.94)
	Bill	10/24/2024	211964		(2,873.27)
	Bill	10/24/2024	211980		(1,046.55)
	Bill	10/24/2024	212038		(1,209.15)
	Bill Payment	10/25/2024	36026		6,568.91
Bill Payment #35977 - Virtual Technologies Group(CAVA@LA)	Bill	10/16/2024	211810		(1,046.55)
	Bill	10/16/2024	211813		(1,541.72)
	Bill	10/16/2024	211814		(1,436.63)
	Bill	10/16/2024	211849		(1,436.63)
	Bill	10/16/2024	211887		(1,436.63)
	Bill	10/16/2024	211912		(1,436.63)
	Bill	10/16/2024	211918		(157.32)
	Bill Payment	10/17/2024	35977		8,492.11
Bill Payment #35939 - Virtual Technologies Group(CAVA@LA)	Bill	10/10/2024	211799		(1,046.55)
	Bill	10/10/2024	211800		(1,442.64)
	Bill	10/09/2024	211670		(834.89)
	Bill	10/09/2024	211672		(1,482.27)
	Bill	10/09/2024	211750		(1,445.95)
	Bill Payment	10/10/2024	35939	VTG Ref# 211446 & 211457 Cr. Memos	6,252.30

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35875 - Virtual Technologies Group(CAVA@LA)	Bill	10/03/2024	211317		(3,139.64)
	Bill	10/03/2024	211318		(1,442.64)
	Bill	10/03/2024	211324		(1,046.55)
	Bill	10/03/2024	211326		(1,442.64)
	Bill	10/03/2024	211326		(1,151.63)
	Bill	10/03/2024	211354		(3,139.64)
	Bill	10/03/2024	211355		(1,046.55)
	Bill	10/03/2024	211389		(3,139.64)
	Bill	10/03/2024	211439		(157.32)
	Bill	10/03/2024	211652		15,706.25
	Bill Payment	10/07/2024	35875		(211.66)
Bill Credit #Ref # 211446 & 211457 (Credit Memos) - Virtual Technologies Group(CAVA@LA)	Bill	10/09/2024	211670		211.66
	Bill Credit	10/10/2024	Ref # 211446 & 211457 (Credit Memos)	VTG Ref# 211446 & 211457 Cr. Memos	(0.00)
Amount Unapplied - Bill Payment #35977 - Virtual Technologies Group(CAVA@LA)					0.00
Amount Unapplied - Bill Payment #35875 - Virtual Technologies Group(CAVA@LA)					0.00
					0.00
Bill Payment #35894 - Waste Management(CAVA @ Los Angeles)	Bill	10/09/2024	LLC 6996633-0283-3		(167.38)
	Bill	10/09/2024	LLC 6996649-0283-9		(253.00)
	Bill Payment	10/10/2024	35894		420.38
					0.00
Bill Payment #35893 - Verizon Wireless(CAVA@LA)	Bill	10/09/2024	LLC 9975422324		(842.19)
	Bill Payment	10/10/2024	35893		842.19
					0.00
					(887.50)
Bill Payment #35995 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	10/24/2024	INV-07222		(3,563.39)
	Bill	10/25/2024	INV-07229		(9,059.38)
	Bill	10/25/2024	INV-07230		(425.00)
	Bill	10/25/2024	INV-07247		(4,843.57)
	Bill	10/25/2024	INV-07201		(7,449.10)
	Bill	10/25/2024	INV-07202		(6,468.00)
	Bill	10/25/2024	INV-07203		(9,274.75)
	Bill	10/25/2024	INV-07204		41,970.69
	Bill Payment	10/25/2024	35995		(3,558.75)
Bill Payment #35897 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	10/10/2024	INV-07153		(3,014.75)
	Bill	10/10/2024	INV-07191		(2,780.99)
	Bill	10/09/2024	INV-07149		(11,090.42)
	Bill	10/09/2024	INV-07151		(6,407.25)
	Bill	10/09/2024	INV-07152		(4,040.85)
	Bill	10/09/2024	INV-07150		(993.75)
	Bill	10/09/2024	INV-07172		(578.88)
	Bill	10/09/2024	INV-07181		(150.00)
	Bill	10/09/2024	INV-07185		32,615.64
	Bill Payment	10/10/2024	35897		0.00
Amount Unapplied - Bill Payment #35995 - Anchor Counseling & Education Solutions(CAVA@LA)					0.00
					(1,968.22)
Bill Payment #35882 - Comm-Core LLC(CAVA@LA)	Bill	10/09/2024	LLC 1093395		1,968.22
	Bill Payment	10/10/2024	35882		0.00
					(3,128.25)
Bill Payment #35982 - Certified Languages International(CAVA@LA)	Bill	10/24/2024	LLC 74586093024		3,128.25
	Bill Payment	10/25/2024	35982		0.00
					(55,262.00)
Bill Payment #ACH 10.30.2024 - State Board of Equalization(CAVA@LA)	Bill	09/27/2024	LA_SEP 2024 Use Tax	LA_Matrls/Comptr Use Tax_SEP 2024	55,262.00
	Bill Payment	10/30/2024	ACH 10.30.2024	LA_Matrls/Comptr Use Tax_SEP 2024 & Adj	(10,523.32)
Bill Credit #LA_SEP'24 Use Tax Qtr End Adj. - State Board of Equalization(CAVA@LA)	Bill	09/27/2024	LA_SEP 2024 Use Tax	LA_Matrls/Comptr Use Tax_SEP 2024	10,523.32
	Bill Credit	10/30/2024	LA_SEP'24 Use Tax Qtr End Adj. Adj.	LA_Matrls/Comptr Use Tax_SEP 2024 Qtr. End	0.00
					(3,290.00)
Bill Payment #35848 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	LLC 4122		3,290.00
	Bill Payment	10/07/2024	35848		0.00
					(1,354.75)
Bill Payment #36009 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	10/24/2024	INV-01103		(902.00)
	Bill	10/24/2024	INV-01121		(615.00)
	Bill	10/24/2024	INV-01135		(502.25)
	Bill	10/24/2024	INV-01158		(994.25)
	Bill	10/25/2024	INV-01164		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36009 - Grace Speech Therapy	Bill Payment	10/25/2024	36009		4,368.25
Bill Payment #35964 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-01100		(553.50)
	Bill	10/16/2024	INV-01117		(123.00)
	Bill	10/16/2024	INV-01118		(30.75)
	Bill	10/16/2024	INV-01129		(287.00)
	Bill Payment	10/17/2024	35964		994.25
Bill Payment #35916 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	10/10/2024	INV-01048		(861.00)
	Bill	10/10/2024	INV-01083		(338.25)
	Bill	10/10/2024	INV-01085		(123.00)
	Bill	10/09/2024	INV-01065		(2,668.50)
	Bill	10/09/2024	INV-01060		(123.00)
	Bill	10/09/2024	INV-01059		(92.25)
	Bill	10/09/2024	INV-01075		(543.25)
	Bill	10/09/2024	INV-01003		(2,306.25)
	Bill	10/09/2024	INV-01015		(492.00)
	Bill	10/09/2024	INV-01024		(563.75)
	Bill	10/09/2024	INV-01032		(73.80)
	Bill	10/09/2024	INV-01033		(461.25)
	Bill	10/09/2024	INV-01038		(184.50)
	Bill	10/09/2024	INV-01039		(369.00)
	Bill Payment	10/10/2024	35916		9,199.80
Bill Payment #35859 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	10/03/2024	INV-01012		(287.00)
	Bill	10/03/2024	INV-01014		(92.25)
	Bill Payment	10/07/2024	35859		379.25
Amount Unapplied - Bill Payment #35916 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)					(0.00)
					(0.00)
Bill Payment #35947 - Quill Corporation(CAVA@LA)	Bill	10/16/2024	LLC 40205043		(242.92)
	Bill	10/16/2024	LLC 40253534		(444.98)
	Bill	10/16/2024	LLC 40866346		(1,285.37)
	Bill	10/16/2024	LLC 40866625		(121.27)
	Bill Payment	10/17/2024	35947		2,094.54
Bill Payment #35844 - Quill Corporation(CAVA@LA)	Bill	10/03/2024	LLC 40650719		(161.95)
	Bill Payment	10/07/2024	35844		161.95
					0.00
Bill Payment #35980 - AT&T Mobility(CAVA@LA)	Bill	10/24/2024	LLC 5468345907		(1,756.68)
	Bill Payment	10/25/2024	35980		1,756.68
Bill Payment #35879 - AT&T Mobility(CAVA@LA)	Bill	10/09/2024	LLC 80557846671578 092824		(894.96)
	Bill Payment	10/10/2024	35879		894.96
					0.00
Bill Payment #35849 - The Back Room Inc(CAVA @ Los Angeles)	Bill	10/03/2024	LLC INV-3219		(3,440.00)
	Bill Payment	10/07/2024	35849		3,440.00
					0.00
Bill Payment #ACH 10.09-10.24 & 10.24.24 - Insperity(CAVA@LA)	Bill	10/28/2024	LA_OCT'24 PYRL #201	LA_OCT 2024 Payroll (Acct# End 201)	(946,206.49)
	Bill Payment	10/28/2024	ACH 10.09-10.24 & 10.24.24	LA_OCT 2024 Payroll (Acct# End 201)	946,206.49
Bill Payment #ACH 10.04.24, 10.09-10.24, 10.18.24, 10.24.24 - Insperity(CAVA@LA)	Bill	10/28/2024	LA_OCT'24 PYRL #200	LA_OCT 2024 Pyrl (Acct# End 200)	(2,745,243.62)
	Bill Payment	10/28/2024	ACH 10.04.24, 10.09-10.24, 10.18.24, 10.24.24	LA_OCT 2024 Pyrl (Acct# End 200)	2,745,243.62
					0.00
Bill Payment #35979 - AppleOne Employment Services(CAVA@LA)	Bill	10/24/2024	LLC 01-6971221		(1,473.60)
	Bill Payment	10/25/2024	35979		1,473.60
Bill Payment #35941 - AppleOne Employment Services(CAVA@LA)	Bill	10/16/2024	LLC 01-6966078		(1,473.60)
	Bill Payment	10/17/2024	35941		1,473.60
Bill Payment #35878 - AppleOne Employment Services(CAVA@LA)	Bill	10/09/2024	LLC 01-6962323		(1,768.32)
	Bill Payment	10/10/2024	35878		1,768.32
Bill Payment #35835 - AppleOne Employment Services(CAVA@LA)	Bill	10/03/2024	LLC 01-6953086		(2,881.20)
	Bill	10/03/2024	LLC 01-6958175		(3,154.25)
	Bill Payment	10/07/2024	35835		6,035.45
					0.00
Bill Payment #35838 - Doctors Wellness Company LLC dba WellnessMart MD(CAVA @ Los Angeles)	Bill	10/03/2024	LLC INV-5509		(186.00)
	Bill Payment	10/07/2024	35838		186.00
					0.00
Bill Payment #35846 - Solution Tree(CAVA @ Los Angeles)	Bill	10/03/2024	LLC S309105		(1,440.00)
	Bill	10/03/2024	LLC S309737		(1,920.00)
	Bill Payment	10/07/2024	35846		3,360.00

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #35942 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	10/16/2024	LLC 100		(520.00)
	Bill Payment	10/17/2024	35942		520.00
Bill Payment #35899 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00873		(90.40)
	Bill	10/10/2024	INV-00876		(46.00)
	Bill	10/10/2024	INV-00845		(552.50)
	Bill	10/10/2024	INV-00843		(863.75)
	Bill	10/10/2024	INV-00844		(413.00)
	Bill	10/10/2024	INV-00883		(45.20)
	Bill	10/09/2024	INV-00898		(900.00)
	Bill	10/09/2024	INV-00899		(510.00)
	Bill	10/09/2024	INV-00897		(1,930.00)
	Bill	10/09/2024	INV-00903		(1,347.84)
	Bill	10/09/2024	INV-00900		(1,930.00)
	Bill	10/09/2024	INV-00904		(928.92)
	Bill	10/09/2024	INV-00901		(946.16)
	Bill	10/09/2024	INV-00902		(1,143.75)
	Bill	10/09/2024	INV-00906		(635.00)
	Bill	10/09/2024	INV-00905		(740.74)
	Bill	10/09/2024	INV-00907		(737.25)
	Bill	10/09/2024	INV-00908		(1,930.00)
	Bill	10/09/2024	INV-00909		(307.25)
	Bill	10/09/2024	INV-00893		(45.50)
	Bill	10/09/2024	INV-00896		(1,930.00)
	Bill	10/09/2024	INV-00886		(90.00)
	Bill	10/09/2024	INV-00890		(46.00)
	Bill Payment	10/10/2024	35899		18,109.26
Amount Unapplied - Bill Payment #35899 - AXIS Teletherapy(CAVA @ Los Angeles)					(0.00)
					(0.00)
Bill Payment #36022 - Stepping Stones Therapy(CAVA@LA)	Bill	10/24/2024	INV-00671		(150.00)
	Bill	10/24/2024	INV-00672		(150.00)
	Bill	10/24/2024	INV-00673		(150.00)
	Bill	10/24/2024	INV-00674		(150.00)
	Bill	10/25/2024	INV-00678		(17.50)
	Bill Payment	10/25/2024	36022		617.50
Bill Payment #35973 - Stepping Stones Therapy(CAVA@LA)	Bill	10/16/2024	INV-00662		(910.00)
	Bill Payment	10/17/2024	35973		910.00
					0.00
Bill Payment #36024 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00523		(603.75)
	Bill	10/24/2024	INV-00533		(75.40)
	Bill	10/24/2024	INV-00534		(87.10)
	Bill	10/25/2024	INV-00541		(126.75)
	Bill	10/25/2024	INV-00535		(546.00)
	Bill Payment	10/25/2024	36024		1,439.00
Bill Payment #35937 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	10/09/2024	INV-00497		(886.50)
	Bill	10/09/2024	INV-00511		(980.75)
	Bill	10/09/2024	INV-00521		(68.00)
	Bill	10/09/2024	INV-00522		(272.00)
	Bill Payment	10/10/2024	35937		2,207.25
Bill Payment #35872 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00510		(408.00)
	Bill Payment	10/07/2024	35872		408.00
					0.00
Bill Payment #35948 - Southern California Edison(CAVA@LA)	Bill	10/16/2024	LLC 700203189681 101024		(2,391.38)
	Bill Payment	10/17/2024	35948		2,391.38
					0.00
Bill Payment #35883 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	10/10/2024	LLC 83143050		(2,588.36)
	Bill Payment	10/10/2024	35883		2,588.36
					0.00
Bill Payment #LA-ACH 10/29 STRS - Los Angeles County Office(CAVA@LA)	Bill	10/30/2024	LA Oct24 STRS/ PERS	LA Oct24 STRS/ PERS	(1,075,443.63)
	Bill Payment	10/29/2024	LA-ACH 10/29 STRS	LA Oct24 STRS/ PERS	1,075,443.63
					0.00
Bill Payment #35837 - DataBasics, Inc.(CAVA@LA)	Bill	10/03/2024	LLC 0813842		(4,509.45)
	Bill Payment	10/07/2024	35837		4,509.45
					0.00
Bill Payment #35987 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	10/24/2024	LLC 8000-9090-1005-2145 101624		(15,219.75)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35987 - Pitney Bowes Purchase	Bill Payment	10/25/2024	35987		15,219.75
					0.00
Bill Payment #35847 - Sparkletts(CAVA@LA)	Bill	10/03/2024	LLC 15182654 092924		(342.74)
	Bill Payment	10/07/2024	35847		342.74
					0.00
Bill Payment #35895 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	10/09/2024	INV-00337		(256.00)
	Bill Payment	10/10/2024	35895		256.00
					0.00
Bill Payment #35996 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00911		(1,589.75)
	Bill	10/24/2024	INV-00910		(1,042.47)
	Bill	10/24/2024	INV-00912		(619.76)
	Bill	10/24/2024	INV-00913		4,426.73
	Bill Payment	10/25/2024	35996		(1,716.75)
Bill Payment #35853 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00893		(1,367.50)
	Bill	10/03/2024	INV-00896		(1,164.18)
	Bill	10/03/2024	INV-00895		(1,428.75)
	Bill	10/03/2024	INV-00894		5,677.18
	Bill Payment	10/07/2024	35853		0.00
Bill Payment #35902 - Braille Abilities, LLC(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00226		(2,040.05)
	Bill Payment	10/10/2024	35902		2,040.05
					0.00
Bill Payment #35992 - Western Exterminator Company(CAVA@LA)	Bill	10/24/2024	LLC 68628566		(249.60)
	Bill Payment	10/25/2024	35992		249.60
					0.00
Bill Payment #35958 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	10/16/2024	092024		(10,973.95)
	Bill Payment	10/17/2024	35958		10,973.95
					0.00
Bill Payment #35908 - Dynamic Hope Schools(CAVA @ Los Angeles)	Bill	10/09/2024	1100		(12,107.14)
	Bill	10/09/2024	1100-1		(30,127.29)
	Bill Payment	10/10/2024	35908		42,234.43
					0.00
Bill Payment #35963 - EverDriven Technologies LLC(CAVA @ Los Angeles)	Bill	10/16/2024	58521		(4,236.40)
	Bill Payment	10/17/2024	35963		4,236.40
					0.00
Bill Payment #Wire-ACH 10.07.2024 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	LLC 2207		(15,000.00)
	Bill Payment	10/07/2024	Wire-ACH 10.07.2024	Confrim# FED:100711B7032R000983	15,000.00
					0.00
Bill Payment #36010 - Green Hasson & Janks LLP(CAVA@LA)	Bill	10/24/2024	96411		(7,828.00)
	Bill Payment	10/25/2024	36010		7,828.00
Bill Payment #35985 - Green Hasson & Janks LLP(CAVA@LA)	Bill	10/24/2024	LLC 96095		(1,030.00)
	Bill Payment	10/25/2024	35985		1,030.00
					0.00
Bill Payment #36018 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	10/24/2024	1436		(32,025.00)
	Bill Payment	10/25/2024	36018		32,025.00
					0.00
Bill Payment #35989 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	10/24/2024	LLC 64182148		(1,598.80)
	Bill	10/24/2024	LLC 64208764		(1,203.30)
	Bill Payment	10/25/2024	35989		2,802.10
Bill Payment #35890 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	10/10/2024	LLC 64167463		(1,600.40)
	Bill Payment	10/10/2024	35890		1,600.40
Bill Payment #35845 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	LLC 64100784		(1,522.69)
	Bill	10/03/2024	LLC 64106884		(810.00)
	Bill	10/03/2024	LLC 64127734		(1,601.20)
	Bill	10/03/2024	LLC 64131338		(1,800.00)
	Bill Payment	10/07/2024	35845		5,733.89
					0.00
Bill Payment #35936 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00473		(218.12)

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Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #35936 - The Miri Center. A Professional	Bill Payment	10/10/2024	35936		218.12 (162.50)
Bill Payment #35871 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00463		(260.00)
	Bill	10/03/2024	INV-00479		422.50
	Bill Payment	10/07/2024	35871		0.00
					(4,400.00)
Bill Payment #35988 - Reading Horizons(CAVA @ Los Angeles)	Bill	10/24/2024	LLC INV71759		4,400.00
	Bill Payment	10/25/2024	35988		0.00
					(4,432.50)
Bill Payment #35999 - Bridge The Gap Sped, LLC(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00212		4,432.50
	Bill Payment	10/25/2024	35999		0.00
					(1,440.00)
Bill Payment #35961 - EMHSports USA, Inc(CAVA@LA)	Bill	10/16/2024	INV-03759		(1,620.00)
	Bill	10/16/2024	INV-03760		(720.00)
	Bill	10/16/2024	INV-03761		(1,890.00)
	Bill	10/16/2024	INV-03763		5,670.00
	Bill Payment	10/17/2024	35961		(720.00)
Bill Payment #35914 - EMHSports USA, Inc(CAVA@LA)	Bill	10/10/2024	INV-03732		(720.00)
	Bill	10/10/2024	INV-03734		(1,440.00)
	Bill	10/10/2024	INV-03735		(945.00)
	Bill	10/10/2024	INV-03745		(1,080.00)
	Bill	10/10/2024	INV-03746		(720.00)
	Bill	10/09/2024	INV-03731		(540.00)
	Bill	10/09/2024	INV-03753		(720.00)
	Bill	10/09/2024	INV-03754		(720.00)
	Bill	10/09/2024	INV-03756		7,605.00
	Bill Payment	10/10/2024	35914		0.00
					(2,080.00)
Bill Payment #35923 - Little Ears Therapy Centers(CAVA@LA)	Bill	10/10/2024	INV-00161		2,080.00
	Bill Payment	10/10/2024	35923		0.00
					(5,010.00)
Bill Payment #35925 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00650		(7,115.00)
	Bill	10/10/2024	INV-00649		12,125.00
	Bill Payment	10/10/2024	35925		0.00
					(50.00)
Bill Payment #36014 - Oxford Consulting Services(CAVA@LA)	Bill	10/24/2024	INV-01702		(25.00)
	Bill	10/24/2024	INV-01703		(100.00)
	Bill	10/24/2024	INV-01704		(108.00)
	Bill	10/24/2024	INV-01705		(107.00)
	Bill	10/24/2024	INV-01710		(100.00)
	Bill	10/24/2024	INV-01714		(100.00)
	Bill	10/24/2024	INV-01716		(50.00)
	Bill	10/24/2024	INV-01720		640.00
	Bill Payment	10/25/2024	36014		(50.00)
Bill Payment #35927 - Oxford Consulting Services(CAVA@LA)	Bill	10/09/2024	INV-01683		50.00
	Bill Payment	10/10/2024	35927		0.00
					(1,920.00)
Bill Payment #35929 - PLUS, LLC(CAVA @ Los Angeles)	Bill	10/09/2024	004		1,920.00
	Bill Payment	10/10/2024	35929		0.00
					(419.61)
Bill Payment #35984 - Everon, LLC(CAVA @ Los Angeles)	Bill	10/24/2024	LLC 156698865		419.61
	Bill Payment	10/25/2024	35984		(303.35)
Bill Payment #35885 - Everon, LLC(CAVA @ Los Angeles)	Bill	10/09/2024	LLC 156557369		303.35
	Bill Payment	10/10/2024	35885		(419.61)
Bill Payment #35839 - Everon, LLC(CAVA @ Los Angeles)	Bill	10/03/2024	LLC 156369400		419.61
	Bill Payment	10/07/2024	35839		0.00
					(100.00)
Bill Payment #36019 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	10/25/2024	INV-00301		100.00
	Bill Payment	10/25/2024	36019		(250.00)
Bill Payment #35970 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00294		250.00
	Bill Payment	10/17/2024	35970		

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Options: Show Zeros					
Bill Payment #35931 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00284		(225.00)
	Bill Payment	10/10/2024	35931		225.00
Bill Payment #35867 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00273		(250.00)
	Bill	10/03/2024	INV-00279		(250.00)
	Bill Payment	10/07/2024	35867		500.00
					0.00
Bill Payment #35997 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00497		(640.00)
	Bill Payment	10/25/2024	35997		640.00
Bill Payment #35898 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00493		(3,960.00)
	Bill Payment	10/10/2024	35898		3,960.00
Bill Payment #35854 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00486		(320.00)
	Bill Payment	10/07/2024	35854		320.00
					0.00
Bill Payment #35852 - Apple Inc.(CAVA@LA)	Bill	10/03/2024	MB08905989		(17.50)
	Bill Payment	10/07/2024	35852		17.50
					0.00
Bill Payment #35903 - California State Teachers' Retirement System(CAVA @ Los Angeles)	Bill	10/09/2024	2024_09 - C. Ayers - Redeposit		(309.01)
	Bill Payment	10/10/2024	35903		309.01
					0.00
Bill Payment #35855 - California Teachers Association(CAVA@LA)	Bill	10/03/2024	Union Dues - 092024		(29,890.90)
	Bill Payment	10/07/2024	35855		29,890.90
					0.00
Bill Payment #36001 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00618		(1,847.13)
	Bill	10/24/2024	INV-00619		(3,078.55)
	Bill	10/24/2024	INV-00620		(1,400.00)
	Bill	10/24/2024	INV-00621		(225.00)
	Bill	10/25/2024	INV-00631		(2,949.51)
	Bill	10/25/2024	INV-00632		(1,400.00)
	Bill Payment	10/25/2024	36001		10,900.19
Bill Payment #35955 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00607		(1,400.00)
	Bill	10/16/2024	INV-00610		(225.00)
	Bill Payment	10/17/2024	35955		1,625.00
Bill Payment #35904 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00596		(3,078.55)
	Bill	10/09/2024	INV-00585		(6,157.10)
	Bill	10/09/2024	INV-00592		(2,800.00)
	Bill	10/09/2024	INV-00598		(1,400.00)
	Bill Payment	10/10/2024	35904		13,435.65
					0.00
Bill Payment #35956 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00486		(1,900.00)
	Bill Payment	10/17/2024	35956		1,900.00
Bill Payment #35905 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00473		(30,938.54)
	Bill Payment	10/10/2024	35905		30,938.54
					0.00
Bill Payment #36002 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00140		(2,576.00)
	Bill	10/24/2024	INV-00164		(2,928.09)
	Bill	10/24/2024	INV-00163		(4,453.40)
	Bill	10/25/2024	INV-00196		(4,573.11)
	Bill	10/25/2024	INV-00197		(3,581.94)
	Bill	10/25/2024	INV-00187		(1,627.25)
	Bill Payment	10/25/2024	36002		19,739.79
Bill Payment #35957 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00148		(4,335.14)
	Bill	10/16/2024	INV-00149		(3,459.45)
	Bill	10/16/2024	INV-00178		(45.00)
	Bill Payment	10/17/2024	35957		7,839.59
Bill Payment #35906 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00091		(3,414.99)
	Bill	10/10/2024	INV-00092		(3,846.98)
	Bill	10/10/2024	INV-00115		(3,783.30)
	Bill	10/10/2024	INV-00116		(5,234.52)
	Bill	10/09/2024	INV-00093		(675.64)
	Bill	10/09/2024	INV-00111		(1,650.25)

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Bill Payment #35906 - Communicology, Inc., DBA,	Bill	10/09/2024	INV-00117		(1,414.39)
	Bill Payment	10/10/2024	35906		20,020.07
					(45.00)
Bill Payment #35856 - Communicology, Inc., DBA,	Bill	10/03/2024	INV-00135		
TeleSesh(CAVA @ Los Angeles)	Bill Payment	10/07/2024	35856		45.00
					0.00
Bill Payment #36003 - E-Therapy Intermediate,					(4,374.94)
INC(CAVA @ Los Angeles)	Bill	10/24/2024	INV-07922		
	Bill	10/24/2024	INV-07923		(3,997.53)
	Bill	10/24/2024	INV-07925		(3,890.65)
	Bill	10/24/2024	INV-07962		(3,461.40)
	Bill	10/25/2024	INV-07970		(3,706.30)
	Bill	10/25/2024	INV-07971		(4,650.26)
	Bill Payment	10/25/2024	36003		24,081.08
					(2,984.39)
Bill Payment #35959 - E-Therapy Intermediate,	Bill	10/16/2024	INV-07921		
INC(CAVA @ Los Angeles)	Bill	10/16/2024	INV-07924		(4,498.77)
	Bill	10/16/2024	INV-07954		(78.32)
	Bill Payment	10/17/2024	35959		7,561.48
					(4,516.59)
Bill Payment #35909 - E-Therapy Intermediate,	Bill	10/10/2024	INV-07889		
INC(CAVA @ Los Angeles)	Bill	10/10/2024	INV-07890		(4,021.39)
	Bill	10/10/2024	INV-07891		(3,828.17)
	Bill	10/10/2024	INV-07892		(4,133.14)
	Bill	10/09/2024	INV-07893		(622.50)
	Bill	10/09/2024	INV-07894		(60.00)
	Bill	10/09/2024	INV-07915		(78.32)
	Bill	10/09/2024	INV-07918		(56.25)
	Bill Payment	10/10/2024	35909		17,316.36
					(0.00)
Amount Unapplied - Bill Payment #35959 - E-Therapy					(0.00)
Intermediate, INC(CAVA @ Los Angeles)					
					(12,772.79)
Bill Payment #36004 - ECE 4 Autism(CAVA @ Los	Bill	10/24/2024	02203547		
Angeles)	Bill Payment	10/25/2024	36004		12,772.79
					0.00
					(3,056.00)
Bill Payment #35962 - Epiphany Academic Services,	Bill	10/16/2024	September2024		
LLC dba Epiphany Academy NPS(CAVA @ Los Angeles)	Bill Payment	10/17/2024	35962		3,056.00
					0.00
					(2,605.46)
Bill Payment #35861 - Institute for the Redesign of	Bill	10/03/2024	0000046715		
Learning DBA The Almansor Center(CAVA @ Los	Bill Payment	10/07/2024	35861		2,605.46
Angeles)					0.00
					(74,883.30)
Bill Payment #35932 - School Pathways	Bill	10/10/2024	140-INV7556		
LLC(CAVA@LA)	Bill Payment	10/10/2024	35932		74,883.30
					0.00
					(1,357.92)
Bill Payment #35869 - Spectrum Center - Rossier Park	Bill	10/03/2024	INV-000005926		
High School(CAVA @ Los Angeles)	Bill Payment	10/07/2024	35869		1,357.92
					0.00
					(509.86)
Bill Payment #35974 - Summit View	Bill	10/16/2024	CVA0824SVW-ESY		
School(CAVA@LA)	Bill Payment	10/17/2024	35974		509.86
					0.00
					(5,890.00)
Bill Payment #36025 - TheraStaffers(CAVA @ Los	Bill	10/24/2024	INV-00606		
Angeles)	Bill	10/25/2024	INV-00613		(4,216.00)
	Bill Payment	10/25/2024	36025		10,106.00
					(5,042.67)
Bill Payment #35938 - TheraStaffers(CAVA @ Los	Bill	10/10/2024	INV-00598		
Angeles)	Bill	10/09/2024	INV-00593		(4,515.66)
	Bill Payment	10/10/2024	35938		9,558.33
					(3,162.01)
Bill Payment #35873 - TheraStaffers(CAVA @ Los	Bill	10/03/2024	INV-00579		
Angeles)	Bill	10/03/2024	INV-00583		(2,387.00)
	Bill Payment	10/07/2024	35873		5,549.01
					0.00
					(100.00)
Bill Payment #35874 - Tiffany Richardson(CAVA @ Los	Bill	10/03/2024	INV-00026		
Angeles)	Bill	10/03/2024	INV-00027		(100.00)
	Bill Payment	10/07/2024	35874		200.00
					0.00

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Bill Payment #35976 - Village Glen School(CAVA@LA)	Bill	10/16/2024	CVA0824VG-ESY		(331.11)
	Bill	10/16/2024	CVA0824VG-RSY		(2,283.97)
	Bill Payment	10/17/2024	35976		2,615.08
					0.00
Bill Payment #35881 - City Printing Graphics(CAVA @ Los Angeles)	Bill	10/09/2024	LLC 24-31845		(252.04)
	Bill	10/09/2024	LLC 24-31846		(600.60)
	Bill Payment	10/10/2024	35881		852.64
					0.00
Bill Payment #36000 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00442		(45.00)
	Bill	10/24/2024	INV-00428		(420.00)
	Bill Payment	10/25/2024	36000		465.00
Bill Payment #35954 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00397		(1,395.00)
	Bill	10/16/2024	INV-00411		(90.00)
	Bill	10/16/2024	INV-00419		(45.00)
	Bill Payment	10/17/2024	35954		1,530.00
					0.00
Bill Payment #35907 - Deaf and Hard of Hearing Educational Solutions, Inc.(CAVA @ Los Angeles)	Bill	10/09/2024	INV-00015		(145.00)
	Bill Payment	10/10/2024	35907		145.00
Bill Payment #35857 - Deaf and Hard of Hearing Educational Solutions, Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00024		(48.33)
	Bill Payment	10/07/2024	35857		48.33
					0.00
Bill Payment #36006 - Elliott Institute(CAVA @ Los Angeles)	Bill	10/24/2024	082024CAVA		(10,073.30)
	Bill Payment	10/25/2024	36006		10,073.30
					0.00
Bill Payment #36007 - eLuma(CAVA@LA)	Bill	10/24/2024	VST-01119		(61.00)
	Bill Payment	10/25/2024	36007		61.00
Bill Payment #35913 - eLuma(CAVA@LA)	Bill	10/10/2024	VST-01095		(1,651.24)
	Bill Payment	10/10/2024	35913		1,651.24
					0.00
Bill Payment #36008 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00854		(218.00)
	Bill Payment	10/25/2024	36008		218.00
Bill Payment #35915 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	10/09/2024	INV-00849		(407.75)
	Bill Payment	10/10/2024	35915		407.75
					0.00
Bill Payment #35918 - Inspire Education Center, LLC(CAVA @ Los Angeles)	Bill	10/09/2024	INV-00012		(125.00)
	Bill Payment	10/10/2024	35918		125.00
					0.00
Bill Payment #35919 - Jabbergy, LLC(CAVA @ Los Angeles)	Bill	10/10/2024	INV-00055		(906.25)
	Bill Payment	10/10/2024	35919		906.25
					0.00
Bill Payment #36016 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	10/24/2024	INV-08884		(5,340.00)
	Bill Payment	10/25/2024	36016		5,340.00
Bill Payment #35969 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-08874		(629.38)
	Bill	10/16/2024	INV-08885		(993.78)
	Bill	10/16/2024	INV-08887		(811.60)
	Bill	10/16/2024	INV-08886		(679.11)
	Bill	10/16/2024	INV-08889		(769.08)
	Bill	10/16/2024	INV-08890		(645.96)
	Bill	10/16/2024	INV-08924		(775.00)
	Bill Payment	10/17/2024	35969		5,303.91
Bill Payment #35866 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	INV-08872		(66.25)
	Bill Payment	10/07/2024	35866		66.25
					0.00
Bill Payment #35934 - Sunny Kids Therapy, Inc.(CAVA @ Los Angeles)	Bill	10/09/2024	INV-00490		(162.50)
	Bill Payment	10/10/2024	35934		162.50
Bill Payment #35870 - Sunny Kids Therapy, Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	INV-00486		(32.50)
	Bill	10/03/2024	INV-00488		(162.50)
	Bill Payment	10/07/2024	35870		195.00
					0.00
Bill Payment #35993 - Zoom Video Communications, Inc.(CAVA @ Los Angeles)	Bill	10/24/2024	LLC INV277508569		(1.00)

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #35993 - Zoom Video Communications,	Bill Payment	10/25/2024	35993		1.00
					0.00
					(133.05)
Bill Payment #35953 - Beyond Blindness, Inc.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00160		133.05
	Bill Payment	10/17/2024	35953		0.00
					(13,175.15)
Bill Payment #35911 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	10/09/2024	INV-01086		(4,689.44)
	Bill	10/09/2024	INV-01098		17,864.59
	Bill Payment	10/10/2024	35911		0.00
					(982.80)
Bill Payment #35968 - Point Quest Pediatric Therapies, LLC(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00198		982.80
	Bill Payment	10/17/2024	35968		0.00
					(2,261.25)
Bill Payment #35972 - SpeechRighter, Inc.(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00321		2,261.25
	Bill Payment	10/17/2024	35972		0.00
					(569.33)
Bill Payment #35975 - TinyEYE Technology Corporation(CAVA @ Los Angeles)	Bill	10/16/2024	INV-00577		569.33
	Bill Payment	10/17/2024	35975		0.00
					(1,916.38)
Bill Payment #35940 - Wayfinder Family Services(CAVA @ Los Angeles)	Bill	10/09/2024	April 2024		1,916.38
	Bill Payment	10/10/2024	35940		0.00
					(45.00)
Bill Payment #ACH 10.23.2024 - K12 MANAGEMENT INC	Bill	08/21/2024	INV-003-16210 _ LA-Jul.24-Hotspots	INV-003-16210 _ LA-Jul.24-Hotspots	(135.00)
	Bill	08/23/2024	INV-003-16239 _ LA-Aug.24-Testing Comp	INV-003-16239 _ LA-Aug.24-Testing Comp	(2,880.00)
	Bill	08/27/2024	INV-003-16255 _ LA-Aug.24-Adobe Lic	INV-003-16255 _ LA-Aug.24-Adobe Lic	(11,739.58)
	Bill	08/20/2024	INV-003-16182 LA-Jul.24-Lease	INV-003-16182 LA-Jul.24-Lease	(66,660.00)
	Bill	09/23/2024	INV-003-16574 _ LA-Sep.24-TchrOLS	INV-003-16574 _ LA-Sep.24-TchrOLS	(135.00)
	Bill	09/23/2024	INV-003-16635 _ LA-Sep.24-Testing Comp	INV-003-16635 _ LA-Sep.24-Testing Comp	(490.00)
	Bill	09/24/2024	INV-003-16551 _ LA-Sep.24-Adobe Lic	INV-003-16551 _ LA-Sep.24-Adobe Lic	(64,460.00)
	Bill	09/24/2024	INV-003-16565 _ LA-Aug.24-TchrOLS	INV-003-16565 _ LA-Aug.24-TchrOLS	(749,510.96)
	Bill	08/19/2024	INV-003-16099 _ LA-Aug.24-OLS	INV-003-16099 _ LA-Aug.24-OLS	(572,175.00)
	Bill	08/19/2024	INV-003-16009 _ LA-Aug.24-COM	INV-003-16009 _ LA-Aug.24-COM	(1,215,717.50)
	Bill	08/19/2024	INV-003-16057 _ LA-Aug.24-MAT	INV-003-16057 _ LA-Aug.24-MAT	(1,319,269.00)
	Bill	09/17/2024	INV-003-16326 _ LA-Aug.24-SS&T	INV-003-16326 _ LA-Aug.24-SS&T	(411,860.00)
	Bill	09/17/2024	INV-003-16347 _ LA-Sep.24-COM	INV-003-16347 _ LA-Sep.24-COM	(285,207.00)
	Bill	09/17/2024	INV-003-16392 _ LA-Sep.24-MAT	INV-003-16392 _ LA-Sep.24-MAT	(651,080.35)
	Bill	09/17/2024	INV-003-16436 _ LA-Sep.24-OLS	INV-003-16436 _ LA-Sep.24-OLS	(11,739.58)
	Bill	09/17/2024	INV-003-16477 LA-Aug.24-Lease	INV-003-16477 LA-Aug.24-Lease	5,363,103.97
	Bill Payment	10/23/2024	ACH 10.23.2024	OCT 2024 K12/Stride Payment	(69,960.00)
Bill Credit #INV-003-17039 _ LA-Oct.24-TchrOLS - K12 MANAGEMENT INC	Bill	10/24/2024	INV-003-17039 _ LA-Oct.24-TchrOLS	INV-003-17039 _ LA-Oct.24-TchrOLS	69,960.00
	Bill Credit	10/28/2024	INV-003-17039 _ LA-Oct.24-TchrOLS	INV-003-17039 _ LA-Oct.24-TchrOLS	0.00
					(9,538.37)
Bill Payment #35841 - Kajeet Inc.(CAVA @ Los Angeles)	Bill	10/03/2024	LLC INV35540		9,538.37
	Bill Payment	10/07/2024	35841		0.00
					(974.24)
Bill Payment #35887 - N2Y, LLC(CAVA @ Los Angeles)	Bill	10/09/2024	LLC INV-1087331		(974.24)
	Bill	10/09/2024	LLC INV-1087332		(975.36)
	Bill	10/09/2024	LLC INV-1087333		(978.74)
	Bill	10/09/2024	LLC INV-1087334		(978.74)
	Bill	10/09/2024	LLC INV-1087335		(985.49)
	Bill	10/09/2024	LLC INV-1087336		(965.24)
	Bill	10/09/2024	LLC INV-1087337		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #35887 - N2Y, LLC(CAVA @ Los Angeles)	Bill	10/09/2024	LLC INV-1087338		(969.74)
	Bill	10/09/2024	LLC INV-1087349		(1,412.21)
	Bill Payment	10/10/2024	35887		9,214.00
					(14,578.87)
Bill Payment #35842 - N2Y, LLC(CAVA @ Los Angeles)	Bill	10/03/2024	LLC INV-1087269		
	Bill Payment	10/07/2024	35842		14,578.87
					0.00
Bill Payment #36011 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)	Bill	10/24/2024	INV-00342		(4,008.50)
	Bill	10/24/2024	INV-00346		
	Bill Payment	10/25/2024	36011		(190.50)
Bill Payment #35860 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)					4,199.00
	Bill	10/03/2024	INV-00337		(1,206.50)
	Bill Payment	10/07/2024	35860		
					1,206.50
Bill Payment #35986 - Interpreters Unlimited(CAVA @ Los Angeles)					0.00
	Bill	10/24/2024	LLC 402051		(525.00)
Bill Payment #35862 - Interpreters Unlimited(CAVA @ Los Angeles)	Bill Payment	10/25/2024	35986		
					525.00
	Bill	10/03/2024	398895		(52.50)
	Bill Payment	10/07/2024	35862		
					52.50
					0.00
Bill Payment #36020 - Specialized Therapy Services Inc(CAVA@LA)	Bill	10/24/2024	INV-01258		(5,215.00)
	Bill	10/24/2024	Sept 2024 DHH Approvals		
	Bill Payment	10/25/2024	36020		(85.25)
Bill Payment #35868 - Specialized Therapy Services Inc(CAVA@LA)					5,300.25
	Bill	10/03/2024	INV-01247		(2,478.75)
	Bill Payment	10/07/2024	35868		
					2,478.75
Bill Payment #35876 - Vista Del Mar/Vista School (NPS)(CAVA @ Los Angeles)					0.00
	Bill	10/03/2024	0824-RSY		(3,706.82)
	Bill Payment	10/07/2024	35876		
					3,706.82
Bill Payment #35877 - Adobe Inc.(CAVA @ Los Angeles)					0.00
	Bill	10/09/2024	LLC 2890123683		(1,845.00)
	Bill Payment	10/10/2024	35877		
					1,845.00
Bill Payment #35888 - Ontario Refrigeration(CAVA @ Los Angeles)					0.00
	Bill	10/09/2024	LLC GW32820M		(863.00)
	Bill Payment	10/10/2024	35888		
					863.00
Bill Payment #35889 - Orkin(CAVA @ Los Angeles)					0.00
	Bill	10/09/2024	LLC 272873817		(715.00)
	Bill Payment	10/10/2024	35889		
					715.00
Bill Payment #35891 - Scenario Learning, LLC(CAVA @ Los Angeles)					0.00
	Bill	10/09/2024	LLC INV103173		(4,737.00)
	Bill Payment	10/10/2024	35891		
					4,737.00
Bill Payment #35900 - Beach Cities Learning Center(CAVA @ Los Angeles)					0.00
	Bill	10/10/2024	LIS0026311 Arroyo		(3,522.26)
	Bill	10/10/2024	LIS0026311 Birchfield		
	Bill	10/10/2024	LIS0026311 Williams		(1,458.88)
	Bill Payment	10/10/2024	35900		(2,218.72)
					7,199.86
Bill Payment #35901 - Behavior Education Consulting Center(CAVA @ Los Angeles)					0.00
	Bill	10/10/2024	INV-00001		(6,115.00)
	Bill Payment	10/10/2024	35901		
					6,115.00
Bill Payment #35912 - Elite Services 4 You(CAVA @ Los Angeles)					0.00
	Bill	10/10/2024	12012296		(222.00)
	Bill Payment	10/10/2024	35912		
					222.00
Bill Payment #35917 - Haynes Family of Programs(CAVA@LA)					0.00
	Bill	10/10/2024	August 2024		(7,057.68)
	Bill	10/10/2024	August 2024 - Elrefaey		
	Bill Payment	10/10/2024	35917		(501.65)
					7,559.33
Bill Payment #35920 - Radiant, LLC(CAVA @ Los Angeles)					0.00
	Bill	10/09/2024	INV-00158		(3,508.07)
	Bill Payment	10/10/2024	35920		
					3,508.07
Bill Payment #35921 - LACOE(CAVA@LA)					0.00
	Bill	10/09/2024	25*0554		(200.00)
	Bill Payment	10/10/2024	35921		
					200.00
Bill Payment #36012 - Marnie J Young dba Adapted Child's Play(CAVA @ Los Angeles)					0.00
	Bill	10/24/2024	INV-00472		(1,499.59)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36012 - Marnie J Young dba Adapted	Bill	10/24/2024	INV-00476		(108.67)
	Bill	10/25/2024	INV-00471		(9,158.41)
	Bill Payment	10/25/2024	36012		10,766.67
Bill Payment #35924 - Marnie J Young dba Adapted Child's Play(CAVA @ Los Angeles)					(5,333.07)
	Bill	10/09/2024	INV-00450		5,333.07
	Bill Payment	10/10/2024	35924		0.00
					(4,451.56)
Bill Payment #36023 - The Center for Learning Unlimited(CAVA @ Los Angeles)	Bill	10/24/2024	26186		4,451.56
	Bill Payment	10/25/2024	36023		(1,984.86)
Bill Payment #35935 - The Center for Learning Unlimited(CAVA @ Los Angeles)	Bill	10/09/2024	26125		(738.68)
	Bill	10/09/2024	26126		2,723.54
	Bill Payment	10/10/2024	35935		0.00
					(555.00)
Bill Payment #35944 - Dutch Ryan Plumbing(CAVA @ Los Angeles)	Bill	10/16/2024	LLC 119		(189.00)
	Bill	10/16/2024	LLC 136		744.00
	Bill Payment	10/17/2024	35944		0.00
					(7,336.60)
Bill Payment #35946 - PSYCHOLOGICAL ASSESSMENT RESOURCES INC DBA PAR INC (CAVA @ Los Angeles)	Bill	10/16/2024	LLC IN-00356578		7,336.60
	Bill Payment	10/17/2024	35946		0.00
					(2,191.41)
Bill Payment #35949 - UBEO Business Services(CAVA @ Los Angeles)	Bill	10/16/2024	LLC 4666189		2,191.41
	Bill Payment	10/17/2024	35949		0.00
					(845.00)
Bill Payment #35951 - VC Furniture & Facility Services(CAVA @ Los Angeles)	Bill	10/16/2024	LLC 2001		845.00
	Bill Payment	10/17/2024	35951		0.00
					(13,929.40)
Bill Payment #35967 - Passageway Inc.(CAVA @ Los Angeles)	Bill	10/16/2024	092024 Cervantez		13,929.40
	Bill Payment	10/17/2024	35967		0.00
					(34,724.00)
Bill Payment #35978 - California Virtual Academy @ Fresno(CAVA @ Los Angeles)	Bill	10/22/2024	LA_OCT'24 Interco_FR	LA_OCT 2024 Intercompany Settlement_FR	34,724.00
	Bill Payment	10/22/2024	35978	LA_OCT 2024 Intercompany Settlement_FR	0.00
					(1,156.59)
Bill Payment #35983 - City of Simi Valley(CAVA @ Los Angeles)	Bill	10/24/2024	LLC 70843309		1,156.59
	Bill Payment	10/25/2024	35983		0.00
					(2,160.00)
Bill Payment #35990 - Rosetta Stone Ltd.(CAVA@LA)	Bill	10/24/2024	LLC R5503771		2,160.00
	Bill Payment	10/25/2024	35990		0.00
					(75.00)
Bill Payment #35998 - Best Hearing San Diego(CAVA @ Los Angeles)	Bill	10/25/2024	INV-00066		75.00
	Bill Payment	10/25/2024	35998		0.00
					(740.00)
Bill Payment #36017 - RH Vision Services(CAVA @ Los Angeles)	Bill	10/25/2024	INV-00096		740.00
	Bill Payment	10/25/2024	36017		0.00
					0.00
Total					11,293,932.67

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
N2Y, LLC	6,629.94
UPS	4,884.15
Document Tracking Services	4,290.19
Pitney Bowes Bank Inc Purchase Power	4,097.32
Smile From The Inside, Inc.	4,038.16
Barrington Staffing Services	3,696.90
Kajeet Inc.	3,534.75
AppleOne Employment Services	2,894.28
Robert Half Inc.	2,728.83
FusionPlus Inc	2,019.08
PAR Inc.	1,998.39
Scenario Learning, LLC	1,788.85
DataBasics, Inc.	1,213.99
Reading Horizons	1,198.50
Certified Languages International	975.00
The Back Room Inc	926.09
Supreme Facility Services, Inc.	885.70
Solution Tree	820.50
AT&T Mobility	713.85
De Lage Landen Financial Services Inc.	696.81
Southern California Edison	643.79
Amazon	641.96
Quill Corporation	607.47
UBEO Business Services	589.95
Comm-Core	529.87
Adobe Inc.	496.69
City of Simi Valley	311.37
Green Hasson & Janks LLP	309.73
Everon, LLC	307.59
Ontario Refrigeration	232.33
VC Furniture & Facility Services	227.48
Verizon Wireless	226.73
Dutch Ryan Plumbing	200.29
Orkin	192.49
City Printing Graphics	180.61
Carmen Gomez Ruiz	161.53
Waste Management	113.17
AXIS Teletherapy	109.88
Bill.com	103.61
Sparkletts	92.27
Successories	79.58
Interpreters Unlimited	71.75

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Western Exterminator Company	67.20
Paper Recycling & Shredding	58.15
Doctors Wellness Company LLC dba WellnessMart MD	50.07
Amazon B2B Prime	35.80
Dropbox	32.27
CA Secretary of State	25.00
Smart & Final	18.47
Zoom Video Communications, Inc.	0.33
Dropbox Cashback	(6.46)
Grand Total	56,742.27

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3008	September	600.00	161.53
Carmen Gomez Ruiz	Operations and Housekeeping Services Total					600.00	161.53
Carmen Gomez Ruiz Total						600.00	161.53
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 583667 LLC 584743	September (9/19) October (10/03)	108.00	29.07
Paper Recycling & Shredding Total	Office Expense Total					108.00	29.07
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E384 LLC 000073Y68E394 LLC 000073Y68E404 LLC 000073Y68E414 LLC 000073Y68E424 LLC 0000V9159W384 LLC 0000V9159W394 LLC 0000V9159W404 LLC 0000V9159W414 LLC 0000V9159W424	September (9/21) September (9/28) October (10/05) October (10/12) October (10/19) September (9/21) September (9/28) October (10/05) October (10/12) October (10/19)	1,974.11 1,622.91 5,942.69 4,749.34 958.03 543.58 636.31 671.22 738.49 272.04	531.45 436.90 1,599.84 1,278.57 257.91 148.06 173.32 182.83 201.15 74.10
UPS Total	Shipping Total					18,108.72	4,884.15
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6996633-0283-3 LLC 6996649-0283-9	October October	167.38	45.06
Waste Management	Operations and Housekeeping Services Total					253.00	68.11
Waste Management Total						420.38	113.17
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44025 LLC 44047 LLC 44068 LLC 44087 LLC 44110 LLC 44143 LLC 44025 LLC 44047 LLC 44068	September (9/15) September (9/22) September (9/29) October (10/06) October (10/13) October (10/20) September (9/15) September (9/22) September (9/29)	1,859.96 1,769.71 1,865.45 1,201.33 1,851.17 1,293.06 1,282.00 1,282.32 1,282.00	500.72 476.43 502.20 323.41 498.35 348.11 349.20 349.29 349.20
Barrington Staffing Services Total	Outside Service Total					13,687.00	3,696.90
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1015	October	7,500.00	2,019.08
FusionPlus Inc Total	Outside Service-General Total					7,500.00	2,019.08
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts 320 Supp - ELD Services	LLC FT9306536 LLC T-930650077	September September	1,575.00	400.00
Document Tracking Services Total	Outside Service-General Total					15,898.58	3,890.19
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9975422324	September	842.19	226.73
Verizon Wireless Total	Telephone - Administration Total					842.19	226.73
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586093024	September (9/30)	3,128.25	975.00
Certified Languages International Total	Outside Service-General Total					3,128.25	975.00
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1093395	October	1,968.22	529.87
Comm-Core Total	Communications Total					1,968.22	529.87
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4122	October	3,290.00	885.70
Supreme Facility Services, Inc. Total	Operations and Housekeeping Services Total					3,290.00	885.70
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-6621083-7878626 111-7091949-1286269 111-3616025-6854602 111-9189400-1253813 111-5827520-4281814 113-6688151-4847449 113-1396308-8969064 113-8164025-1772228 113-0612071-5876200 113-0289147-0364207 111-2181114-0882642 113-8727555-1738648 113-5841378-9217810 113-4707895-7685065 112-3805023-6525815	October October October October October October October October October October October October October October October	62.21 41.39 29.43 623.96 29.43 17.15 192.78 543.72 55.41 40.74 428.95 96.04 126.72 85.97 10.71	16.75 11.14 7.92 167.98 7.92 4.62 51.90 146.38 14.92 10.97 115.48 25.86 34.11 23.14 2.88
Amazon Total	Office Expense Total					2,384.61	641.96
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 40650719 LLC 40205043 LLC 40253534 LLC 40866346 LLC 40866625	September (9/18) August (8/22) August (8/26) October (10/01) October (10/01)	161.95 242.92 444.98 1,285.37 121.27	43.60 65.40 119.79 346.04 32.65
Quill Corporation Total	Office Expense Total					2,256.49	607.47
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 092824 LLC 5468345907	October October	894.96	240.93
AT&T Mobility Total	Communications Total					1,756.68	472.92
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3219	September	2,651.64	713.85
The Back Room Inc Total	Outside Service-General Total					3,440.00	926.09
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6953086 LLC 01-6958175 LLC 01-6962923	September (9/18) September (9/25) October (10/02)	2,881.20 3,154.25 1,768.32	926.09 849.16 476.05

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor :	101 General	LLC 01-6966078 LLC 01-6971221	October (10/09) October (10/12)	1,473.60 1,473.60 10,750.97	396.71 396.71 2,894.28
	Outside Service Total					10,750.97	2,894.28
AppleOne Employment Services Total							
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-5509	September	186.00	50.07
	Outside Service-General Total					186.00	50.07
Doctors Wellness Company LLC dba WellnessMart MD Total						186.00	50.07
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24108803716	October	1,410.00	103.61
	Dues and Memberships Total					1,410.00	103.61
Bill.com Total						1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 101024	September	2,391.38	643.79
	Utilities Total					2,391.38	643.79
Southern California Edison Total						1,440.00	351.64
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC 5309105 LLC 5309737	September (9/19) September (9/27)	1,920.00 3,360.00 3,360.00	468.86 820.50 820.50
	Teacher Training Total					2,588.36	696.81
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55904 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83143050	October	2,588.36	696.81
	Equipment Rental Expense Total					2,588.36	696.81
De Lage Landen Financial Services Inc. Total						4,509.45	1,213.99
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813842	October	4,509.45	1,213.99
	Outside Service-General Total					4,509.45	1,213.99
DataBasics, Inc. Total						15,219.75	4,097.32
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 101624	October	15,219.75	4,097.32
	Postage Total					15,219.75	4,097.32
Pitney Bowes Bank Inc Purchase Power Total						342.74	92.27
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 092924	September (9/29)	342.74	92.27
	Office Expense Total					342.74	92.27
Sparkletts Total						15,000.00	4,038.16
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2207	October	15,000.00	4,038.16
	Outside Service-General Total					15,000.00	4,038.16
Smile From The Inside, Inc. Total						249.60	67.20
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 68628566	October (10/02)	249.60	67.20
	Operations and Housekeeping Services Total					249.60	67.20
Western Exterminator Company Total						1,522.69	409.92
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64100784 LLC 64106884 LLC 64127734 LLC 64131338 LLC 64167463 LLC 64182148 LLC 64208764	September (9/20) September (9/20) September (9/27) September (9/27) October (10/04) October (10/11) October (10/18)	810.00 1,601.20 1,800.00 1,600.40 1,598.80 1,203.30 10,136.39	218.06 431.06 484.58 430.84 430.41 323.94 2,728.83
	Outside Service Total					10,136.39	2,728.83
Robert Half Inc. Total						4,400.00	1,198.50
Reading Horizons	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV71759	October (10/21)	4,400.00	1,198.50
	Non K12 Curriculum Total					4,400.00	1,198.50
Reading Horizons Total						419.61	112.96
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 156369400 LLC 156557369 LLC 156698865	October September (9/26) October (10/08)	303.35 419.61 1,142.57	81.67 112.96 307.59
	Operations and Housekeeping Services Total					1,142.57	307.59
Everon, LLC Total						520.00	109.88
AXIS Teletherapy	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC 100	October (10/07)	520.00	109.88
	Teacher Training Total					520.00	109.88
AXIS Teletherapy Total						600.60	180.61
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31846	October (10/01)	600.60	180.61
	Printing Expense Total					600.60	180.61
City Printing Graphics Total						1,030.00	309.73
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 96095	September (9/28)	1,030.00	309.73
	Accounting Fees Total					1,030.00	309.73
Green Hasson & Janks LLP Total						1.00	0.33
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV277508569	October (10/18)	1.00	0.33
	Non K12 Curriculum Total					1.00	0.33
Zoom Video Communications, Inc. Total						9,538.37	3,534.75
Kajeet Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC INV35540	September (9/14)	9,538.37	3,534.75
	Non K12 Curriculum Total					9,538.37	3,534.75
Kajeet Inc. Total						14,578.87	4,515.33
NZY, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV-1087269	September (9/27)	14,578.87	4,515.33
	Non K12 Curriculum Total					974.24	301.74
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC INV-1087332 LLC INV-1087333 LLC INV-1087334 LLC INV-1087335 LLC INV-1087336 LLC INV-1087337 LLC INV-1087338	September (9/30) September (9/30) September (9/30) September (9/30) September (9/30) September (9/30) September (9/30)	975.36 978.74 978.74 978.74 985.49 965.24 969.74	302.09 303.13 303.13 303.13 305.22 298.95 300.35
	Materials and Supplies Total					6,827.55	2,114.61

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
N2Y, LLC Total						21,486.42	6,629.94
Adobe Inc.	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 2890123683	October (10/01)	1,845.00	496.69
Adobe Inc. Total	Dues and Memberships Total					1,845.00	496.69
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW32820M	October (10/01)	863.00	232.33
Ontario Refrigeration Total	Operations and Housekeeping Services Total					863.00	232.33
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 272873817	October (10/01)	715.00	192.49
Orkin Total	Operations and Housekeeping Services Total					715.00	192.49
Scenario Learning, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC INV103173	September (9/30)	4,737.00	1,788.85
Scenario Learning, LLC Total	Non K12 Curriculum Total					4,737.00	1,788.85
Dutch Ryan Plumbing	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 119	August (8/20)	555.00	149.41
Dutch Ryan Plumbing	Operations and Housekeeping Services			LLC 136	September (9/16)	189.00	50.88
Dutch Ryan Plumbing Total	Operations and Housekeeping Services Total					744.00	200.29
PAR Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC IN-00356578	July (7/23)	7,336.60	1,998.39
PAR Inc. Total	Non K12 Curriculum Total					7,336.60	1,998.39
UBEO Business Services	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 4666189	October (10/14)	2,191.41	589.95
UBEO Business Services Total	Equipment Rental Expense Total					2,191.41	589.95
VC Furniture & Facility Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2001	September (9/26)	845.00	227.48
VC Furniture & Facility Services Total	Operations and Housekeeping Services Total					845.00	227.48
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 70843309	October (10/16)	1,156.59	311.37
City of Simi Valley Total	Utilities Total					1,156.59	311.37
Interpreters Unlimited	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 402051	September	525.00	71.75
Interpreters Unlimited Total	Outside Service-General Total					525.00	71.75
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	9242024	September	68.60	18.47
Smart & Final Total	Office Expense Total					68.60	18.47
Dropbox	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	GDN1SN4YPSVS	September	119.88	32.27
Dropbox Total	Dues and Memberships Total					119.88	32.27
Dropbox Cashback	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	10072024	October	(23.98)	(6.46)
Dropbox Cashback Total	Dues and Memberships Total					(23.98)	(6.46)
CA Secretary of State	Legal	51807 Professional Svcs & Outside Labor : Legal	101 General	8196730	October	175.00	25.00
CA Secretary of State Total	Legal Total					175.00	25.00
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	SO-629682 / 5443909	October	295.62	79.58
Successories Total	Office Expense Total					295.62	79.58
Amazon B2B Prime	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-0906924-6774631	October	132.99	35.80
Amazon B2B Prime Total	Dues and Memberships Total					132.99	35.80
Grand Total						204,477.39	56,742.27

**California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
November 01, 2024 - November 30, 2024**

Vendor	Description	Total
Insperty	PEO - Payroll Services and HR Admin Services provider	3,971,518.35
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,859,416.50
Los Angeles County Office	STRS P&I	1,159,517.29
TPR Education, LLC	Tutoring hours	612,999.80
El Paseo Children's Center, Inc.	Special Education Contracted Services	88,119.94
Effectual Educational Consulting Service	Special Education Services	79,877.13
State Board of Equalization	Sales Tax	57,000.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	56,448.31
Dynamic Hope Schools	Special Education Contracted Services	55,191.22
Anchor Counseling & Education Solutions	Special Education Contracted Services	52,658.65
E-Therapy Intermediate, INC	Special Education Contracted Services	39,386.86
The Stepping Stones Group LLC	Special Education Contracted Services	38,439.33
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	37,116.12
California Teachers Association	Union Dues	29,890.90
Gobo Llc	LCAP	28,714.00
Los Angeles Marriott Burbank Airport Hotel	Counseling PD in Burbank	24,519.83
Green Hasson & Janks LLP	Audit Fees & Professional Services	23,772.00
Rids Brother Company Inc	Transportation Services	22,697.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	21,428.88
Passageway Inc.	SAI Services	21,353.80
Virtual Technologies Group	Computer equip. & installation	18,208.35
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	17,623.51
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	17,323.26
Robert Half Inc.	Temp Staffing	16,778.20
Law Offices of Young, Minney & Corr, LLP	Legal Services	16,707.50
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	16,559.27
Grace Speech Therapy Corp.	SLP IEP Attendance	15,093.75
Smile From The Inside, Inc.	HCM Consulting	15,000.00
Spectrum Center - Rossier Park High School	Special Education Contracted Services	14,467.32
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	13,885.00
ECE 4 Autism	Special Education Contracted Services	12,785.14
Beach Cities Learning Center	Special Education SAI Services	12,600.41
EMHSports USA, Inc	Special Education Contracted Services	12,550.00
Elliott Institute	SAI and related services for NPS placement	12,387.96
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	12,170.39
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	10,451.05
Document Tracking Services	Translation Services	10,230.39
4 Successful Kids LLC	Crisis Response Training	10,000.00
Speech Guy, LLC	Special Education Contracted Services	9,922.99
Haynes Family of Programs	Special Education Contracted Services	9,712.41
Braille Abilities, LLC	Special Education Orientation and Mobility Services	9,689.41
AppleOne Employment Services	Temp Staffing	8,842.97
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	8,286.06
FusionPlus Inc	MARVIN Sped system	7,500.00
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	7,167.97
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	6,543.03
AACA, Inc	Special Education Contracted Services	6,491.18
UPS	Shipping Expenses	6,455.70
Summit View School	Special Education Contracted Services	6,095.02
Kadiant, LLC	Special Education Contracted Services	5,921.22
DataBasics, Inc.	Expense Report Service	5,108.65
City Printing Graphics	CAVA Badges, Envelopes and Seals	4,976.41
Village Glen School	Special Education Contracted Services	4,884.36
Vista Del Mar/Vista School	Special Education Contracted Services	4,562.24
Barrington Staffing Services	Temp Staffing	4,325.49
Certified Languages International	Special Education Contracted Services	4,010.25
The Back Room Inc	Special Education Contracted Services	3,440.00
Supreme Facility Services, Inc.	Janitorial services	3,290.00
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	2,588.36
Jackie Lou Abney	Special Education Contracted Services	2,520.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	2,508.25
Little Ears Therapy Centers	Special Education Contracted Services	2,360.00
SpeechRighter, Inc.	Special Education Contracted Services	2,126.25
Southern California Edison	Electricity	2,036.37
Comm-Core LLC	Telephone Services	1,966.37
Behavioral & Educational Consulting Inc	Behavior Intervention	1,584.56

Expedited Reports
 Chase Boyle dba Snow Counseling
 Amazon Capital Services
 eLuma
 Jabbergym, LLC
 Deaf and Hard of Hearing Educational Solutions, Inc.
 Partners in Special Education
 Dynamic Vision Optometry
 National Technical Honor Society
 WPS
 College Board
 Bay Area SpeechWorks
 TinyEYE Technologies Corporation
 ULINE
 Verizon Wireless
 The DBQ Company
 Sally Gonzalez
 AT&T Mobility
 Foundations Therapy Service
 Tiffany Richardson
 Stepping Stones Therapy
 Carmen Gomez Ruiz
 Jessica Lteif
 Quill Corporation
 Augmentative Communications Solutions
 Waste Management
 Oxford Consulting Services
 Crick Software
 Sparkletts
 Integration Inc.
 Ontario Refrigeration
 Doctors Wellness Company LLC dba WellnessMart MD
 Inspire Education Center, LLC
 Paper Recycling & Shredding
 A1 Speech Therapy, Inc.
 Clear Speech and Language
 Texthelp
 Westminster Technologies, LLC
 Avant Assessment, LLC.
Grand Total

Expedited Reports for March	1,495.00
Special Education Contracted Services	1,455.00
Staff Office Supplies	1,396.83
Special Individual Counseling Services	1,392.40
Language and Speech Therapy	1,375.00
SPED Services	1,353.33
Special Education Contracted Services	1,226.25
Vision Therapy for SPED Students	1,200.00
Student Membership	1,180.00
CASL Digital Easel and Psych Protocols	1,144.93
Used AP Examinations	1,075.00
Special Education Contracted Services	1,023.50
Individual Counseling for SPED Students	938.00
Office supplies	850.32
Telephone Services	830.49
School Event	800.00
Special Education Professional Services	800.00
Telephone Services	773.10
Special Education Contracted Services	763.00
Recreation Services	650.00
Special Education Contracted Services	613.75
Gardening Services	600.00
Occupational Therapy for SPED Students	600.00
Office supplies	444.98
Special Education Contracted Services	440.00
Dumpster Services	420.38
Special Education Contracted Services	354.00
Computer equip. & installation	349.00
Office Drinking Water	317.76
Security System	303.84
Office A/C Maintenance	275.18
Special Education Contracted Services	248.00
Individual Counseling for SPED Students	225.00
Documents Shredding	216.00
Special Education Contracted Services	192.00
Language and Speech Therapy	183.75
Computer equip. & installation	160.00
Apps for Student Device	149.00
Avant STAMP 4S Language Proficiency Assessment	37.80
Grand Total	8,707,656.02

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
November 01, 2024 - November 30, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36090 - Amazon Capital Services(CAVA @ Los Angeles)					(132.29)
	Bill	11/19/2024	1316-P3K3-PM9Y		
	Bill	11/19/2024	14R4-4G4D-1GNN		(138.34)
	Bill	11/19/2024	16KQ-FV9N-WF76		(229.93)
	Bill	11/19/2024	1967-YGW7-V1VP		(129.89)
	Bill	11/19/2024	1TG3-JWWP-D6TV		(150.84)
	Bill	11/19/2024	1V64-MMFM-4FXH		(10.72)
	Bill Payment	11/20/2024	36090		792.01
					(128.21)
Bill Payment #36055 - Amazon Capital Services(CAVA @ Los Angeles)					
	Bill	11/06/2024	11MN-3LVX-6DRV		(206.16)
	Bill	11/06/2024	1GY3-HMN9-6HCL		(65.69)
	Bill	11/06/2024	1LX4-4VX6-GQ9N		(204.76)
	Bill	11/06/2024	1MRK-C4JL-6L4G		604.82
	Bill Payment	11/07/2024	36055		0.00
					(2,043.71)
Bill Payment #36030 - Barrington Staffing Services(CAVA@LA)					
	Bill	11/06/2024	LLC 44163		
	Bill	11/06/2024	LLC 44188		(2,281.78)
	Bill Payment	11/07/2024	36030		4,325.49
					0.00
					(600.00)
Bill Payment #36144 - Carmen Gomez Ruiz(CAVA @ Los Angeles)					
	Bill	11/19/2024	LLC 3009		
	Bill Payment	11/20/2024	36144		600.00
					0.00
					(975.00)
Bill Payment #36035 - Document Tracking Services(CAVA@LA)					
	Bill	11/06/2024	LLC FT9306537		
	Bill	11/06/2024	LLC T-930650078		(9,255.39)
	Bill Payment	11/07/2024	36035		10,230.39
					0.00
					(1,050.00)
Bill Payment #36108 - Effectual Educational Consulting Service(CAVA@LA)					
	Bill	11/19/2024	INV-08976		(420.00)
	Bill	11/19/2024	INV-08991		(120.00)
	Bill	11/19/2024	INV-08970		(1,890.00)
	Bill	11/19/2024	INV-08982		(750.00)
	Bill	11/19/2024	INV-08988		(1,860.00)
	Bill	11/19/2024	INV-08999		(665.00)
	Bill	11/19/2024	INV-09010		(3,270.90)
	Bill	11/19/2024	INV-09017		(1,050.00)
	Bill	11/19/2024	INV-09023		(1,965.00)
	Bill	11/19/2024	INV-09026		(490.00)
	Bill	11/19/2024	INV-09034		(2,430.00)
	Bill	11/19/2024	INV-09036		(390.00)
	Bill	11/19/2024	INV-09041		(100.00)
	Bill	11/19/2024	INV-09042		(292.50)
	Bill	11/19/2024	INV-09045		(1,980.00)
	Bill	11/19/2024	INV-09049		(2,130.00)
	Bill	11/19/2024	INV-09050		(1,800.00)
	Bill	11/19/2024	INV-09053		(2,396.73)
	Bill	11/19/2024	INV-09055		(4,127.50)
	Bill	11/19/2024	INV-09062		(480.00)
	Bill	11/19/2024	INV-09065		(662.50)
	Bill	11/19/2024	INV-09071		(700.00)
	Bill	11/19/2024	INV-09078		(1,330.00)
	Bill	11/19/2024	INV-09087		(90.00)
	Bill	11/19/2024	INV-09091		(542.50)
	Bill	11/19/2024	INV-09105		(960.00)
	Bill	11/19/2024	INV-09114		(120.00)
	Bill	11/19/2024	INV-09121		(110.00)
	Bill	11/19/2024	INV-09123		(120.00)
	Bill	11/19/2024	INV-09125		(8,910.00)
	Bill	11/19/2024	INV-09133		(70.00)
	Bill	11/19/2024	INV-09138		(280.00)
	Bill	11/19/2024	INV-09143		(790.00)
	Bill	11/19/2024	INV-09148		(1,920.00)
	Bill	11/19/2024	INV-09150		(790.00)
	Bill	11/19/2024	INV-09153		(120.00)
	Bill	11/19/2024	INV-09156		(1,800.00)
	Bill	11/19/2024	INV-09159		(5,320.00)
	Bill	11/19/2024	INV-09160		(500.00)
	Bill	11/19/2024	INV-09181		(130.00)
	Bill	11/19/2024	INV-09186		(60.00)
	Bill	11/19/2024	INV-09188		(1,500.00)
	Bill	11/19/2024	INV-09189		(17.50)
	Bill	11/19/2024	INV-09193		(1,889.53)
	Bill	11/19/2024	INV-09202		(70.00)
	Bill	11/19/2024	INV-09210		(130.00)
	Bill	11/19/2024	INV-09217		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36108 - Effectual Educational	Bill	11/19/2024	INV-09220		(22.50)
	Bill	11/20/2024	INV-08976 Addtnl	Missing expense line item INV-08976	(30.00)
	Bill Payment	11/20/2024	36108	Missing expense line item INV-08976	58,642.16
Bill Payment #36066 - Effectual Educational Consulting Service(CAVA@LA)					(1,110.00)
	Bill	11/06/2024	12661		
	Bill	11/06/2024	12719		(900.00)
	Bill	11/06/2024	INV-08954		(120.00)
	Bill	11/06/2024	INV-08956		(480.00)
	Bill	11/06/2024	INV-08958		(210.00)
	Bill	11/06/2024	INV-08960		(210.00)
Bill Payment #36036 - Effectual Educational Consulting Service(CAVA@LA)	Bill Payment	11/07/2024	36066		3,030.00
					(9,694.97)
	Bill	11/06/2024	LLC 12661		
	Bill	11/06/2024	LLC 12719		(8,510.00)
	Bill Payment	11/07/2024	36036		18,204.97
Amount Unapplied - Bill Payment #36108 - Effectual Educational Consulting Service(CAVA@LA)					(0.00)
					(0.00)
Bill Payment #36037 - FusionPlus Inc(CAVA@LA)	Bill	11/06/2024	LLC INV-1016		(7,500.00)
	Bill Payment	11/07/2024	36037		7,500.00
					0.00
Bill Payment #36149 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)					(8,477.50)
	Bill	11/19/2024	LLC 12970		
	Bill	11/19/2024	LLC 13106		(1,912.50)
Bill Payment #36122 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill Payment	11/20/2024	36149		10,390.00
					(150.00)
Bill Payment #36040 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	11/19/2024	12974		
	Bill Payment	11/20/2024	36122		150.00
Bill Payment #36040 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)					(6,167.50)
	Bill	11/06/2024	LLC 12433		
	Bill Payment	11/07/2024	36040		6,167.50
					0.00
Bill Payment #36126 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(899.83)
	Bill	11/19/2024	INV-07794		
	Bill	11/19/2024	INV-07851		(650.00)
	Bill	11/19/2024	INV-07850		(266.00)
	Bill	11/19/2024	INV-07852		(1,115.00)
	Bill	11/19/2024	INV-07721		(190.38)
	Bill	11/19/2024	INV-07722		(554.16)
	Bill	11/19/2024	INV-07723		(155.38)
	Bill	11/19/2024	INV-07724		(56.50)
	Bill	11/19/2024	INV-07725		(775.50)
	Bill	11/19/2024	INV-07726		(339.50)
	Bill	11/19/2024	INV-07727		(916.00)
	Bill	11/19/2024	INV-07728		(303.12)
	Bill	11/19/2024	INV-07729		(254.25)
	Bill	11/19/2024	INV-07730		(192.00)
	Bill	11/19/2024	INV-07731		(458.00)
	Bill	11/20/2024	INV-07854		(1,097.26)
	Bill	11/20/2024	INV-07853		(899.96)
	Bill	11/20/2024	INV-07855		(936.01)
	Bill	11/20/2024	INV-07859		(66.50)
	Bill	11/20/2024	INV-07856		(1,076.82)
	Bill	11/20/2024	INV-07857		(596.49)
	Bill	11/20/2024	INV-07858		(488.91)
	Bill Payment	11/20/2024	36126		12,287.57
Bill Payment #36072 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(618.71)
	Bill	11/06/2024	INV-07575		
	Bill	11/06/2024	INV-07577		(618.71)
	Bill	11/06/2024	INV-07579		(498.76)
	Bill	11/06/2024	INV-07580		(849.50)
	Bill	11/06/2024	INV-07581		(287.13)
	Bill	11/06/2024	INV-07582		(225.25)
	Bill	11/06/2024	INV-07583		(535.14)
	Bill	11/06/2024	INV-07584		(85.05)
	Bill	11/06/2024	INV-07585		(19.67)
	Bill	11/06/2024	INV-07645		(242.06)
	Bill	11/06/2024	INV-07697		(211.88)
	Bill	11/06/2024	INV-07698		(202.08)
	Bill	11/06/2024	INV-07699		(842.34)
	Bill	11/06/2024	INV-07700		(687.00)
	Bill	11/06/2024	INV-07701		(56.50)
	Bill	11/06/2024	INV-07702		(532.00)
	Bill	11/06/2024	INV-07703		(339.50)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36072 - National TeleTherapy	Bill	11/06/2024	INV-07704		(901.33)
	Bill	11/06/2024	INV-07705		(192.00)
	Bill	11/06/2024	INV-07706		(333.94)
	Bill	11/06/2024	INV-07707		(225.25)
	Bill	11/06/2024	INV-07708		(637.51)
	Bill Payment	11/07/2024	36072		9,141.31
Amount Unapplied - Bill Payment #36126 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
Amount Unapplied - Bill Payment #36072 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(0.00)
					(0.00)
Bill Payment #36151 - Paper Recycling & Shredding(CAVA@LA)	Bill	11/19/2024	LLC 586800		(108.00)
	Bill Payment	11/20/2024	36151		108.00
Bill Payment #36043 - Paper Recycling & Shredding(CAVA@LA)	Bill	11/06/2024	LLC 585763		(108.00)
	Bill Payment	11/07/2024	36043		108.00
					0.00
Bill Payment #36128 - Partners in Special Education(CAVA@LA)	Bill	11/19/2024	INV-01130		(1,186.25)
	Bill	11/19/2024	INV-01136		(40.00)
	Bill Payment	11/20/2024	36128		1,226.25
					0.00
Bill Payment #36133 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	11/19/2024	INV-01170		(4,656.50)
	Bill	11/19/2024	INV-01159		(3,125.50)
	Bill	11/19/2024	INV-01180		(2,140.99)
	Bill Payment	11/20/2024	36133		9,922.99
					0.00
Bill Payment #36130 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00927		(2,012.92)
	Bill	11/19/2024	INV-00926		(3,946.38)
	Bill Payment	11/20/2024	36130		5,959.30
Bill Payment #36074 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00918		(4,491.75)
	Bill Payment	11/07/2024	36074		4,491.75
					0.00
Bill Payment #36155 - UPS(CAVA@LA)	Bill	11/19/2024	LLC 000073Y68E454		(1,125.33)
	Bill	11/19/2024	LLC 0000V9159W454		(476.39)
	Bill Payment	11/20/2024	36155		1,601.72
Bill Payment #36053 - UPS(CAVA@LA)	Bill	11/06/2024	LLC 000073Y68E434		(2,604.50)
	Bill	11/06/2024	LLC 000073Y68E444		(1,193.69)
	Bill	11/06/2024	LLC 0000V9159W434		(569.71)
	Bill	11/06/2024	LLC 0000V9159W444		(486.08)
	Bill Payment	11/07/2024	36053		4,853.98
Amount Unapplied - Bill Payment #36053 - UPS(CAVA@LA)					(0.00)
					(0.00)
Bill Payment #36141 - Virtual Technologies Group(CAVA@LA)	Bill	11/19/2024	212413		(157.32)
	Bill	11/19/2024	212414		(1,046.55)
	Bill	11/19/2024	212416		(1,429.74)
	Bill	11/19/2024	212429		(2,093.09)
	Bill	11/19/2024	212497		(1,046.55)
	Bill	11/19/2024	212498		(1,429.74)
	Bill	11/19/2024	212503		(1,429.74)
	Bill	11/19/2024	212511		(2,653.05)
	Bill	11/19/2024	212517		(136.49)
	Bill Payment	11/20/2024	36141		11,422.27
Bill Payment #36085 - Virtual Technologies Group(CAVA@LA)	Bill	11/06/2024	212055		(1,046.55)
	Bill	11/06/2024	212056		(157.32)
	Bill	11/06/2024	212059		(1,436.63)
	Bill	11/06/2024	212129		(160.47)
	Bill	11/06/2024	212133		(1,436.63)
	Bill	11/06/2024	212135		(1,436.63)
	Bill	11/06/2024	212153		(1,111.85)
	Bill Payment	11/07/2024	36085		6,786.08
Amount Unapplied - Bill Payment #36141 - Virtual Technologies Group(CAVA@LA)					0.00
					0.00
Bill Payment #36054 - Waste Management(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 7001780-0283-3		(167.38)
	Bill	11/06/2024	LLC 7001796-0283-9		(253.00)
	Bill Payment	11/07/2024	36054		420.38

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Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #36156 - Verizon Wireless(CAVA@LA)	Bill	11/19/2024	LLC 9977861265		(830.49)
	Bill Payment	11/20/2024	36156		830.49
					0.00
Bill Payment #36091 - Anchor Counseling & Education Solutions(CAVA@LA)					(2,860.44)
	Bill	11/19/2024	INV-07292		
	Bill	11/19/2024	INV-07281		(3,743.65)
	Bill	11/19/2024	INV-07256		(5,888.75)
	Bill	11/19/2024	INV-07254		(2,653.55)
	Bill	11/19/2024	INV-07255		(8,304.05)
	Bill	11/19/2024	INV-07315		(1,287.50)
	Bill	11/19/2024	INV-07293		(5,603.58)
	Bill	11/19/2024	INV-07295		(5,497.00)
	Bill	11/20/2024	INV-07294		(7,673.25)
	Bill	11/20/2024	INV-07296		(6,785.25)
	Bill Payment	11/20/2024	36091		50,297.02
Bill Payment #36056 - Anchor Counseling & Education Solutions(CAVA@LA)					(1,974.13)
	Bill	11/06/2024	INV-07257		
	Bill	11/06/2024	INV-07274		(387.50)
	Bill Payment	11/07/2024	36056		2,361.63
					0.00
Bill Payment #36032 - Comm-Core LLC(CAVA@LA)	Bill	11/06/2024	LLC 1094446		(1,966.37)
	Bill Payment	11/07/2024	36032		1,966.37
					0.00
Bill Payment #36145 - Certified Languages International(CAVA@LA)	Bill	11/19/2024	LLC 74586103124		(4,010.25)
	Bill Payment	11/20/2024	36145		4,010.25
					0.00
Bill Payment #ACH 11.05.2024 - State Board of Equalization(CAVA@LA)					(56,264.46)
	Bill	10/30/2024	LA_OCT'24 Use Tax	LA_Matrls/Comptr Use Tax_OCT 2024	
	Bill	11/05/2024	OCT'24 Use Tax Adj.	LA_Matrls/Comptr Use Tax_OCT 2024 Adj.	(735.54)
	Bill Payment	11/05/2024	ACH 11.05.2024	LA_Matrls/Comptr Use Tax_OCT 2024 & Adj.	57,000.00
Amount Unapplied - Bill Payment #ACH 11.05.2024 - State Board of Equalization(CAVA@LA)					0.00
					0.00
Bill Payment #36048 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 4163		(3,290.00)
	Bill Payment	11/07/2024	36048		3,290.00
					0.00
Bill Payment #36114 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)					(1,968.00)
	Bill	11/19/2024	INV-01264		
	Bill	11/19/2024	INV-01232		(809.75)
	Bill	11/19/2024	INV-01279		(30.75)
	Bill	11/19/2024	INV-01284		(2,923.00)
	Bill	11/19/2024	INV-01299		(1,486.25)
	Bill Payment	11/20/2024	36114		7,217.75
Bill Payment #36069 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)					(92.25)
	Bill	11/06/2024	INV-01246		
	Bill	11/06/2024	INV-01251		(1,488.00)
	Bill	11/06/2024	INV-01148		(1,744.25)
	Bill	11/06/2024	INV-01176		(1,209.50)
	Bill	11/06/2024	INV-01187		(61.50)
	Bill	11/06/2024	INV-01189		(123.00)
	Bill	11/06/2024	INV-01201		(1,342.75)
	Bill	11/06/2024	INV-01211		(738.00)
	Bill	11/06/2024	INV-01221		(800.00)
	Bill	11/06/2024	INV-01222		(276.75)
	Bill Payment	11/07/2024	36069		7,876.00
					0.00
Bill Payment #36044 - Quill Corporation(CAVA@LA)	Bill	11/06/2024	LLC 41201233		(444.98)
	Bill Payment	11/07/2024	36044		444.98
					0.00
Bill Payment #36029 - AT&T Mobility(CAVA@LA)	Bill	11/06/2024	LLC 80557846671578 102824		(773.10)
	Bill Payment	11/07/2024	36029		773.10
					0.00
Bill Payment #36049 - The Back Room Inc(CAVA @ Los Angeles)					(3,440.00)
	Bill	11/06/2024	LLC INV-3319		
	Bill Payment	11/07/2024	36049		3,440.00
					0.00
Bill Payment #ACH NOV 07,08,13,22&26, 2024 - Insperity(CAVA@LA)					(937,862.64)
	Bill	11/30/2024	LA_NOV'24 PYRL #201	LA_NOV 2024 Payroll (Acct# End 201)	
	Bill Payment	11/30/2024	ACH NOV 07,08,13,22&26, 2024	LA_NOV 2024 Payroll (Acct# End 201)	937,862.64
Bill Payment #ACH NOV 05,07,08,19,21&22, 2024 - Insperity(CAVA@LA)					(3,033,655.71)
	Bill	11/30/2024	LA_NOV'24 PYRL #200	LA_NOV 2024 Pylr (Acct# End 200)	
	Bill Payment	11/30/2024	ACH NOV 05,07,08,19,21&22, 2024	LA_NOV 2024 Pylr (Acct# End 200)	3,033,655.71

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
					0.00
					(2,577.40)
Bill Payment #36142 - AppleOne Employment Services(CAVA@LA)	Bill	11/19/2024	LLC 01-6982317		(4,047.80)
	Bill	11/19/2024	LLC 01-6988928		6,625.20
	Bill Payment	11/20/2024	36142		(1,178.88)
Bill Payment #36028 - AppleOne Employment Services(CAVA@LA)	Bill	11/06/2024	LLC 01-6974325		(1,038.89)
	Bill	11/06/2024	LLC 01-6980109		2,217.77
	Bill Payment	11/07/2024	36028		0.00
					(248.00)
Bill Payment #36034 - Doctors Wellness Company LLC dba WellnessMart MD(CAVA @ Los Angeles)	Bill	11/06/2024	LLC INV-6258		248.00
	Bill Payment	11/07/2024	36034		0.00
					(59.00)
Bill Payment #36094 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	11/19/2024	INV-01061		(25.00)
	Bill	11/19/2024	INV-01062		(806.50)
	Bill	11/19/2024	INV-01025		(692.90)
	Bill	11/19/2024	INV-00952		(669.06)
	Bill	11/19/2024	INV-00953		(45.50)
	Bill	11/19/2024	INV-01000		(832.50)
	Bill	11/19/2024	INV-00954		(45.09)
	Bill	11/19/2024	INV-00994		(1,930.00)
	Bill	11/19/2024	INV-00975		(47.00)
	Bill	11/19/2024	INV-00996		(94.00)
	Bill	11/19/2024	INV-01021		(94.00)
	Bill	11/19/2024	INV-01006		(48.00)
	Bill	11/19/2024	INV-01010		(45.50)
	Bill	11/19/2024	INV-01016		(93.33)
	Bill	11/19/2024	INV-01019		(45.71)
	Bill	11/19/2024	INV-01012		(1,394.00)
	Bill	11/19/2024	INV-01028		(1,930.00)
	Bill	11/19/2024	INV-01064		(888.59)
	Bill	11/19/2024	INV-01029		(1,025.00)
	Bill	11/19/2024	INV-01026		(1,034.50)
	Bill	11/19/2024	INV-01032		(820.25)
	Bill	11/19/2024	INV-01033		(1,007.50)
	Bill	11/19/2024	INV-01030		(1,033.08)
	Bill	11/19/2024	INV-01031		(987.50)
	Bill	11/19/2024	INV-01027		(1,930.00)
	Bill	11/19/2024	INV-00976		17,623.51
	Bill Payment	11/20/2024	36094		(0.00)
Amount Unapplied - Bill Payment #36094 - AXIS Teletherapy(CAVA @ Los Angeles)					(0.00)
					(202.50)
Bill Payment #36135 - Stepping Stones Therapy(CAVA@LA)	Bill	11/19/2024	INV-00689		(150.00)
	Bill	11/19/2024	INV-00694		(68.75)
	Bill	11/19/2024	INV-00697		(157.50)
	Bill	11/19/2024	INV-00702		578.75
	Bill Payment	11/20/2024	36135		(35.00)
Bill Payment #36078 - Stepping Stones Therapy(CAVA@LA)	Bill	11/06/2024	INV-00684		35.00
	Bill Payment	11/07/2024	36078		0.00
					(470.50)
Bill Payment #36137 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00552		(598.00)
	Bill	11/19/2024	INV-00566		(511.33)
	Bill	11/19/2024	INV-00577		1,579.83
	Bill Payment	11/20/2024	36137		(507.00)
Bill Payment #36081 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00542		507.00
	Bill Payment	11/07/2024	36081		(36,352.50)
Bill Payment #36050 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	11/06/2024	LLC M0218793		36,352.50
	Bill Payment	11/07/2024	36050		0.00
					(2,036.37)
Bill Payment #36153 - Southern California Edison(CAVA@LA)	Bill	11/19/2024	LLC 700203189681 110824		2,036.37
	Bill Payment	11/20/2024	36153		0.00
					(2,588.36)
Bill Payment #36147 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 83228397		2,588.36
	Bill Payment	11/20/2024	36147		0.00
					(1,159,517.29)
Bill Payment #LA-ACH 11/26 STRS - Los Angeles County Office(CAVA@LA)	Bill	11/25/2024	LA Nov24 STRS/ PERS	LA Nov24 STRS/ PERS	

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #LA-ACH 11/26 STRS - Los Angeles	Bill Payment	11/26/2024	LA-ACH 11/26 STRS	LA Nov24 STRS/ PERS	1,159,517.29
Bill Payment #36033 - DataBasics, Inc.(CAVA@LA)	Bill	11/06/2024	LLC 0813986		0.00
	Bill Payment	11/07/2024	36033		(5,108.65)
					5,108.65
Bill Payment #36047 - Sparkletts(CAVA@LA)	Bill	11/06/2024	LLC 15182654 102724		0.00
	Bill Payment	11/07/2024	36047		(317.76)
					317.76
Bill Payment #36088 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	11/19/2024	INV-00341		0.00
	Bill Payment	11/20/2024	36088		(192.00)
					192.00
					0.00
Bill Payment #36092 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00952		(416.56)
	Bill	11/19/2024	INV-00949		
	Bill	11/19/2024	INV-00951		(1,206.50)
	Bill	11/19/2024	INV-00950		(1,174.75)
	Bill	11/19/2024	INV-00948		(1,111.25)
	Bill Payment	11/20/2024	36092		(1,653.25)
					5,562.31
					(1,460.50)
Bill Payment #36057 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00930		
	Bill	11/06/2024	INV-00931		
	Bill	11/06/2024	INV-00927		(295.91)
	Bill	11/06/2024	INV-00929		(1,291.17)
	Bill	11/06/2024	INV-00928		(1,973.00)
	Bill Payment	11/07/2024	36057		(1,587.50)
					6,608.08
Bill Payment #36098 - Braille Abilities, LLC(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00237		0.00
	Bill	11/19/2024	INV-00231		(198.33)
	Bill	11/19/2024	INV-00242		
	Bill Payment	11/20/2024	36098		(6,555.71)
					(1,513.02)
Bill Payment #36059 - Braille Abilities, LLC(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00230		8,267.06
	Bill	11/06/2024	INV-00233		(1,266.52)
	Bill Payment	11/07/2024	36059		(155.83)
					1,422.35
Bill Payment #36104 - Dynamic Hope Schools(CAVA @ Los Angeles)	Bill	11/19/2024	1108		0.00
	Bill	11/19/2024	1108-1		(22,818.04)
	Bill Payment	11/20/2024	36104		(32,373.18)
					55,191.22
Bill Payment #ACH 11.07.2024 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 2208		0.00
	Bill Payment	11/07/2024	ACH 11.07.2024	Wire_FED:11071187031R001274	(15,000.00)
					15,000.00
Bill Payment #36148 - Green Hasson & Janks LLP(CAVA@LA)	Bill	11/19/2024	LLC 98413		0.00
	Bill Payment	11/20/2024	36148		(5,850.00)
Bill Payment #36115 - Green Hasson & Janks LLP(CAVA@LA)	Bill	11/19/2024	98186		5,850.00
	Bill Payment	11/20/2024	36115		(17,922.00)
					17,922.00
Bill Payment #36075 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	11/06/2024	1428		0.00
	Bill Payment	11/07/2024	36075		(22,697.50)
					22,697.50
Bill Payment #36152 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 64185191		0.00
	Bill	11/19/2024	LLC 64289081		(1,800.00)
	Bill Payment	11/20/2024	36152		3,600.00
Bill Payment #36045 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 64007899		(850.31)
	Bill	11/06/2024	LLC 64028347		
	Bill	11/06/2024	LLC 64094049		(1,432.99)
	Bill	11/06/2024	LLC 64156417		(856.50)
	Bill	11/06/2024	LLC 64222978		(1,800.00)
	Bill	11/06/2024	LLC 64235894		(1,440.00)
	Bill	11/06/2024	LLC 64242570		(1,598.00)
	Bill	11/06/2024	LLC 64265641		(1,800.00)
	Bill	11/06/2024	LLC 64276513		(1,800.00)
	Bill Payment	11/07/2024	36045		(1,600.40)
					13,178.20
					0.00
Bill Payment #36112 - EMHSports USA, Inc(CAVA@LA)	Bill	11/19/2024	INV-03765		(720.00)

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Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #36112 - EMHSports USA, Inc(CAVA@LA)	Bill	11/19/2024	INV-03766		(900.00)
	Bill	11/19/2024	INV-03769		(85.00)
	Bill	11/19/2024	INV-03770		(1,080.00)
	Bill	11/19/2024	INV-03771		(2,025.00)
	Bill	11/19/2024	INV-03779		(900.00)
	Bill	11/19/2024	INV-03781		(900.00)
	Bill	11/19/2024	INV-03787		(1,080.00)
	Bill	11/19/2024	INV-03788		(1,080.00)
	Bill	11/19/2024	INV-03790		(720.00)
	Bill	11/19/2024	INV-03792		(900.00)
	Bill	11/19/2024	INV-03795		(900.00)
	Bill	11/19/2024	INV-03796		(1,260.00)
	Bill Payment	11/20/2024	36112		12,550.00
					0.00
					(2,360.00)
Bill Payment #36123 - Little Ears Therapy Centers(CAVA@LA)	Bill	11/19/2024	INV-00168		2,360.00
	Bill Payment	11/20/2024	36123		0.00
					(4,995.00)
Bill Payment #36125 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00663		(1,500.00)
	Bill	11/19/2024	INV-00665		(7,390.00)
	Bill	11/19/2024	INV-00664		13,885.00
	Bill Payment	11/20/2024	36125		0.00
					(200.00)
Bill Payment #36127 - Oxford Consulting Services(CAVA@LA)	Bill	11/19/2024	INV-01723		(100.00)
	Bill	11/19/2024	INV-01724		(54.00)
	Bill	11/19/2024	INV-01725		354.00
	Bill Payment	11/20/2024	36127		0.00
					(250.00)
Bill Payment #36132 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00322		(175.00)
	Bill	11/19/2024	INV-00313		(250.00)
	Bill	11/19/2024	INV-00318		675.00
	Bill Payment	11/20/2024	36132		(125.00)
Bill Payment #36076 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00307		125.00
	Bill Payment	11/07/2024	36076		0.00
					(200.00)
Bill Payment #36093 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00509		200.00
	Bill Payment	11/20/2024	36093		(240.00)
Bill Payment #36058 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00504		240.00
	Bill Payment	11/07/2024	36058		0.00
					(29,890.90)
Bill Payment #36060 - California Teachers Association(CAVA@LA)	Bill	11/06/2024	Union Dues - 102024		29,890.90
	Bill Payment	11/07/2024	36060		0.00
					(1,400.00)
Bill Payment #36100 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00663		(2,949.51)
	Bill	11/19/2024	INV-00643		(2,925.00)
	Bill	11/19/2024	INV-00669		(3,078.55)
	Bill	11/19/2024	INV-00664		(3,045.20)
	Bill	11/19/2024	INV-00671		(1,400.00)
	Bill	11/19/2024	INV-00670		14,798.26
	Bill Payment	11/20/2024	36100		(1,125.00)
Bill Payment #36061 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00644		(1,400.00)
	Bill	11/06/2024	INV-00645		2,525.00
	Bill Payment	11/07/2024	36061		0.00
					(54,548.31)
Bill Payment #36101 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00497		(1,900.00)
	Bill	11/19/2024	INV-0708		56,448.31
	Bill Payment	11/20/2024	36101		0.00
					(45.00)
Bill Payment #36103 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00300		(4,513.74)
	Bill	11/19/2024	INV-00217		(3,920.91)
	Bill	11/19/2024	INV-00237		(4,598.28)
	Bill	11/19/2024	INV-00238		(3,885.99)
	Bill	11/19/2024	INV-00267		(3,978.22)
	Bill	11/19/2024	INV-00218		(5,259.13)
	Bill	11/19/2024	INV-00266		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Options: Show Zeros					
Bill Payment #36103 - Communicology, Inc., DBA,	Bill	11/19/2024	INV-00280		(45.00)
	Bill	11/19/2024	INV-00284		(3,825.19)
	Bill	11/19/2024	INV-00285		(4,199.41)
	Bill	11/19/2024	INV-00256		(862.50)
	Bill	11/20/2024	INV-00306		(1,937.75)
Bill Payment #36062 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill Payment	11/20/2024	36103		37,071.12
	Bill	11/06/2024	INV-00232		(45.00)
Amount Unapplied - Bill Payment #36103 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill Payment	11/07/2024	36062		45.00
					0.00
Bill Payment #36106 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)					0.00
	Bill	11/19/2024	INV-07972		(5,384.43)
	Bill	11/19/2024	INV-07973		(3,836.27)
	Bill	11/19/2024	INV-08003		(2,609.15)
	Bill	11/19/2024	INV-08018		(3,664.60)
	Bill	11/19/2024	INV-08026		(3,722.52)
	Bill	11/19/2024	INV-08027		(2,762.51)
	Bill	11/19/2024	INV-08028		(4,586.50)
	Bill	11/19/2024	INV-08029		(4,796.32)
	Bill	11/19/2024	INV-08030		(4,621.25)
	Bill	11/19/2024	INV-08031		(2,281.26)
	Bill	11/19/2024	INV-08057		(78.32)
Bill Payment #36065 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill Payment	11/20/2024	36106		38,343.13
	Bill	11/06/2024	INV-07974		(941.25)
	Bill	11/06/2024	INV-07995		(102.48)
Amount Unapplied - Bill Payment #36106 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill Payment	11/07/2024	36065		1,043.73
					(0.00)
Bill Payment #36107 - ECE 4 Autism(CAVA @ Los Angeles)					(0.00)
	Bill	11/19/2024	02203583		(12,785.14)
	Bill Payment	11/20/2024	36107		12,785.14
Bill Payment #36071 - Institute for the Redesign of Learning DBA The Almansor Center(CAVA @ Los Angele					0.00
	Bill	11/06/2024	0000046870		(7,167.97)
	Bill Payment	11/07/2024	36071		7,167.97
Bill Payment #36077 - Spectrum Center - Rossier Park High School(CAVA @ Los Angeles)					0.00
	Bill	11/06/2024	INV-000009793		(14,467.32)
	Bill Payment	11/07/2024	36077		14,467.32
Bill Payment #36136 - Summit View School(CAVA@LA)					0.00
	Bill	11/19/2024	CVA0824SVW		(2,549.30)
Bill Payment #36079 - Summit View School(CAVA@LA)	Bill Payment	11/20/2024	36136		2,549.30
	Bill	11/06/2024	CVA0924SVW		(3,545.72)
	Bill Payment	11/07/2024	36079		3,545.72
Bill Payment #36138 - TheraStaffers(CAVA @ Los Angeles)					0.00
	Bill	11/19/2024	INV-00627		(3,492.67)
	Bill	11/19/2024	INV-00628		(1,632.69)
	Bill	11/19/2024	INV-00642		(5,466.33)
	Bill	11/19/2024	INV-00635		(1,296.91)
	Bill	11/19/2024	INV-00641		(1,446.67)
Bill Payment #36082 - TheraStaffers(CAVA @ Los Angeles)	Bill Payment	11/20/2024	36138		13,335.27
	Bill	11/06/2024	INV-00625		(3,224.00)
	Bill Payment	11/07/2024	36082		3,224.00
Bill Payment #36139 - Tiffany Richardson(CAVA @ Los Angeles)					0.00
	Bill	11/19/2024	INV-00035		(400.00)
Bill Payment #36083 - Tiffany Richardson(CAVA @ Los Angeles)	Bill Payment	11/20/2024	36139		400.00
	Bill	11/06/2024	INV-00034		(100.00)
	Bill	11/06/2024	INV-00030		(25.00)
	Bill	11/06/2024	INV-00031		(75.00)
	Bill	11/06/2024	INV-00028		(50.00)
	Bill Payment	11/07/2024	36083		250.00
Bill Payment #36084 - Village Glen School(CAVA@LA)					0.00
	Bill	11/06/2024	CVA0924VG		(4,884.36)
	Bill Payment	11/07/2024	36084		4,884.36

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36146 - City Printing Graphics(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 24-31938		(4,322.18)
	Bill	11/19/2024	LLC 24-31939		(654.23)
	Bill Payment	11/20/2024	36146		4,976.41
					0.00
Bill Payment #36099 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00446		(1,320.00)
	Bill	11/19/2024	INV-00460		(90.00)
	Bill	11/19/2024	INV-00465		(45.00)
	Bill Payment	11/20/2024	36099		1,455.00
					0.00
Bill Payment #36064 - Deaf and Hard of Hearing Educational Solutions, Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00038		(1,353.33)
	Bill Payment	11/07/2024	36064		1,353.33
					0.00
Bill Payment #36110 - Elliott Institute(CAVA @ Los Angeles)	Bill	11/19/2024	092024NPSCAVA		(12,387.96)
	Bill Payment	11/20/2024	36110		12,387.96
					0.00
Bill Payment #36111 - eLuma(CAVA@LA)	Bill	11/19/2024	VST-01122		(1,204.90)
	Bill	11/19/2024	VST-01135		(187.50)
	Bill Payment	11/20/2024	36111		1,392.40
					0.00
Bill Payment #36113 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00857		(354.25)
	Bill	11/19/2024	INV-00861		(408.75)
	Bill Payment	11/20/2024	36113		763.00
					0.00
Bill Payment #36070 - Inspire Education Center, LLC(CAVA @ Los Angeles)	Bill	11/06/2024	INV-00023		(225.00)
	Bill Payment	11/07/2024	36070		225.00
					0.00
Bill Payment #36118 - Jabbergym, LLC(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00061		(1,375.00)
	Bill Payment	11/20/2024	36118		1,375.00
					0.00
Bill Payment #36131 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	INV-08945		(1,076.59)
	Bill	11/19/2024	INV-08947		(775.00)
	Bill	11/19/2024	INV-08932		(795.01)
	Bill	11/19/2024	INV-08946		(825.03)
	Bill	11/19/2024	INV-08948		(662.60)
	Bill	11/19/2024	INV-08949		(849.89)
	Bill	11/19/2024	INV-08951		(745.34)
	Bill	11/19/2024	INV-08950		(813.57)
	Bill Payment	11/20/2024	36131		6,543.03
					0.00
Bill Payment #36109 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	INV-01132		(36,771.92)
	Bill	11/19/2024	INV-01145		(2,127.07)
	Bill	11/19/2024	INV-01155		(4,130.00)
	Bill	11/20/2024	INV-01131		(30,006.57)
	Bill Payment	11/20/2024	36109		73,035.56
					(15,084.38)
Bill Payment #36067 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	INV-01112		15,084.38
	Bill Payment	11/07/2024	36067		0.00
					(1,991.25)
Bill Payment #36134 - SpeechRighter, Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00331		(135.00)
	Bill	11/19/2024	INV-00332		2,126.25
	Bill Payment	11/20/2024	36134		0.00
					(1,136,105.15)
Bill Payment #ACH 11.22.2024 - K12 MANAGEMENT INC	Bill	09/17/2024	INV-003-16436 _ LA-Sep.24-OLS	INV-003-16436 _ LA-Sep.24-OLS	(131,053.85)
	Bill	10/21/2024	INV-003-16691 _ LA-Sep.24-SS&T	INV-003-16691 _ LA-Sep.24-SS&T	(234,107.50)
	Bill	10/21/2024	INV-003-16716 _ LA-Oct.24-MAT	INV-003-16716 _ LA-Oct.24-MAT	(358,150.00)
	Bill	10/21/2024	INV-003-16807 _ LA-Oct.24-COM	INV-003-16807 _ LA-Oct.24-COM	1,859,416.50
	Bill Payment	11/22/2024	ACH 11.22.2024	K12 NOV Pymnt_FED:1122187032R013102	0.00
					(63.50)
Bill Payment #36116 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00347		(2,444.75)
	Bill	11/19/2024	INV-00349		2,508.25
	Bill Payment	11/20/2024	36116		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36086 - Vista Del Mar/Vista School (NPS)(CAVA @ Los Angeles)	Bill	11/06/2024	0924-RSY		0.00
	Bill Payment	11/07/2024	36086		(4,562.24)
					4,562.24
Bill Payment #36042 - Ontario Refrigeration(CAVA @ Los Angeles)	Bill	11/06/2024	LLC GW32418		0.00
	Bill Payment	11/07/2024	36042		(275.18)
					275.18
Bill Payment #36096 - Beach Cities Learning Center(CAVA @ Los Angeles)	Bill	11/19/2024	LIS0026616 Arroyo		0.00
	Bill	11/19/2024	LIS0026616 Williams		(5,464.05)
	Bill	11/19/2024	LIS0026616 Birchfield		(3,904.08)
	Bill Payment	11/20/2024	36096		(3,232.28)
					12,600.41
Bill Payment #36117 - Haynes Family of Programs(CAVA@LA)	Bill	11/19/2024	September 2024		0.00
	Bill	11/19/2024	September 2024 - Elrefaey		(8,822.10)
	Bill Payment	11/20/2024	36117		(890.31)
					9,712.41
Bill Payment #36121 - Kadiant, LLC(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00163		0.00
	Bill	11/19/2024	INV-00162		(802.50)
	Bill Payment	11/20/2024	36121		(5,118.72)
					5,921.22
Bill Payment #36124 - Marnie J Young dba Adapted Child's Play(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00486		0.00
	Bill	11/19/2024	INV-00483		(787.78)
	Bill	11/19/2024	INV-00485		(1,000.00)
	Bill Payment	11/20/2024	36124		(6,498.28)
					8,286.06
Bill Payment #36129 - Passageway Inc.(CAVA @ Los Angeles)	Bill	11/19/2024	102024		0.00
	Bill Payment	11/20/2024	36129		(18,107.40)
					18,107.40
Bill Payment #36073 - Passageway Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	082024 Cervantes		0.00
	Bill Payment	11/07/2024	36073		(3,246.40)
					3,246.40
Bill Payment #36027 - 4 Successful Kids LLC(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 2024-2025		0.00
	Bill Payment	11/07/2024	36027		(10,000.00)
					10,000.00
Bill Payment #36031 - College Board(CAVA@LA)	Bill	11/06/2024	LLC CV-7907-0184-0206		0.00
	Bill Payment	11/07/2024	36031		(1,075.00)
					1,075.00
Bill Payment #36038 - Gobo Llc(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 1547		0.00
	Bill Payment	11/07/2024	36038		(28,714.00)
					28,714.00
Bill Payment #36039 - Integration Inc.(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 2410151		0.00
	Bill Payment	11/07/2024	36039		(303.84)
					303.84
Bill Payment #36041 - National Technical Honor Society(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 209802		0.00
	Bill Payment	11/07/2024	36041		(1,180.00)
					1,180.00
Bill Payment #36052 - ULINE(CAVA@LA)	Bill	11/06/2024	LLC 185194759		0.00
	Bill Payment	11/07/2024	36052		(850.32)
					850.32
Bill Payment #36063 - Crick Software(CAVA @ Los Angeles)	Bill	11/06/2024	28575		0.00
	Bill Payment	11/07/2024	36063		(349.00)
					349.00
Bill Payment #36068 - Expedited Reports(CAVA @ Los Angeles)	Bill	11/06/2024	001153		0.00
	Bill Payment	11/07/2024	36068		(1,495.00)
					1,495.00
Bill Payment #36080 - Texthelp(CAVA @ Los Angeles)	Bill	11/06/2024	78027		0.00
	Bill Payment	11/07/2024	36080		(160.00)
					160.00
Bill Payment #36087 - Westminster Technologies, LLC(CAVA @ Los Angeles)	Bill	11/06/2024	502129		0.00
	Bill Payment	11/07/2024	36087		(149.00)
					149.00
					0.00

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	(612,999.80)
Bill Payment #ACH 11.12.2024 - TPR Education, LLC(CAVA @ Los Angeles)	Bill	11/06/2024	LLC 614990		612,999.80
	Bill Payment	11/12/2024	ACH 11.12.2024	FED:11121B7033R003091	0.00
					(6,491.18)
Bill Payment #36089 - AACCA, Inc(CAVA@LA)	Bill	11/19/2024	25636		6,491.18
	Bill Payment	11/20/2024	36089		0.00
					(1,023.50)
Bill Payment #36095 - Bay Area SpeechWorks(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00274		1,023.50
	Bill Payment	11/20/2024	36095		0.00
					(1,334.56)
Bill Payment #36097 - Behavioral & Educational Consulting Inc(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00004		(250.00)
	Bill	11/19/2024	INV-00008		1,584.56
	Bill Payment	11/20/2024	36097		0.00
					(26.25)
Bill Payment #36102 - Clear Speech and Language(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00016		(52.50)
	Bill	11/19/2024	INV-00018		(105.00)
	Bill	11/19/2024	INV-00014		183.75
	Bill Payment	11/20/2024	36102		0.00
					(1,200.00)
Bill Payment #36105 - Dynamic Vision Optometry(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00002		1,200.00
	Bill Payment	11/20/2024	36105		0.00
					(2,520.00)
Bill Payment #36119 - Jackie Lou Abney(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00006		2,520.00
	Bill Payment	11/20/2024	36119		0.00
					(600.00)
Bill Payment #36120 - Jessica Lteif(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00014		600.00
	Bill Payment	11/20/2024	36120		0.00
					(938.00)
Bill Payment #36140 - TinyEYE Technologies Corporation(CAVA @ Los Angeles)	Bill	11/19/2024	INV-00586		938.00
	Bill Payment	11/20/2024	36140		0.00
					(37.80)
Bill Payment #36143 - Avant Assessment, LLC.(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 35221		37.80
	Bill Payment	11/20/2024	36143		0.00
					(5,000.00)
Bill Payment #36150 - Los Angeles Marriott Burbank Airport Hotel(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 110724		(19,519.83)
	Bill	11/20/2024	LLC 110424 9708		24,519.83
	Bill Payment	11/20/2024	36150		0.00
					(800.00)
Bill Payment #36154 - The DBQ Company(CAVA @ Los Angeles)	Bill	11/19/2024	LLC 1487		800.00
	Bill Payment	11/20/2024	36154		0.00
					(1,144.93)
Bill Payment #36157 - WPS(CAVA @ Los Angeles)	Bill	11/19/2024	LLC Q37558		1,144.93
	Bill Payment	11/20/2024	36157		0.00
					0.00
Total					8,707,656.02

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
TPR Education, LLC	183,386.34
Los Angeles Marriott Burbank Airport Hotel	10,129.06
Document Tracking Services	6,288.64
Effectual Educational Consulting Service	4,958.79
Robert Half Inc.	4,516.87
Law Offices of Young, Minney & Corr, LLP	4,416.09
Smile From The Inside, Inc.	4,038.16
Gobo LLC	3,600.55
4 Successful Kids LLC	2,441.97
AppleOne Employment Services	2,380.62
FusionPlus Inc	2,019.08
UPS	1,742.81
Green Hasson & Janks LLP	1,574.88
DataBasics, Inc.	1,375.30
City Printing Graphics	1,299.73
Certified Languages International	1,182.75
Barrington Staffing Services	1,170.92
The Back Room Inc	926.09
Supreme Facility Services, Inc.	885.70
De Lage Landen Financial Services Inc.	696.81
Southern California Edison	548.21
Comm-Core	529.37
National Technical Honor Society	445.61
Amazon	375.65
College Board	340.68
The DBQ Company	330.47
WPS	311.86
ULINE	228.92
Verizon Wireless	223.58
Ali Baba Café	209.18
AT&T Mobility	208.13
Carmen Gomez Ruiz	161.53
Quill Corporation	119.79
Waste Management	113.17
Bill.com	103.61
Panera Bread	95.14
Sparkletts	85.54
Integration Inc.	81.80
Ontario Refrigeration	74.08
Doctors Wellness Company LLC dba WellnessMart MD	66.76
Paper Recycling & Shredding	58.15
Smart & Final	55.40

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Amazon Blink	26.92
Vons	4.30
Grand Total	243,829.04

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Carmen Gomez Ruiz	Operations and Housekeeping Services Operations and Housekeeping Services Total	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3009	October	600.00	161.53
Carmen Gomez Ruiz Total						600.00	161.53
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 585763 LLC 586800	October (10/17) October (10/31)	600.00 108.00	161.53 29.07
Paper Recycling & Shredding Total	Office Expense Total					108.00	29.07
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073V68E434 LLC 000073V68E444 LLC 000073V68E454 LLC 0000V9159W434 LLC 0000V9159W444 LLC 0000V9159W454	October (10/26) November (11/02) November (11/09) October (10/26) November (11/02) November (11/09)	216.00 2,604.50	58.15 701.16
UPS Total	Shipping Total					1,193.69 1,125.33 569.71 486.08 476.39	321.35 302.95 155.18 132.40 129.76
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7001780-0283-3 LLC 7001796-0283-9	November November	6,455.70 167.38	1,742.81 45.06
Waste Management Services Total	Operations and Housekeeping Services Total					253.00 420.38	68.11 113.17
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44163 LLC 44188 LLC 44163 LLC 44188	October (10/27) November (11/03) October (10/27) November (11/03)	1,280.87 1,013.88 762.84 1,267.90	344.82 272.95 207.79 345.36
Barrington Staffing Services Total	Outside Service Total					4,325.49	1,170.92
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1016	November	7,500.00	2,019.08
FusionPlus Inc Total	Outside Service-General Total					7,500.00	2,019.08
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 12433 LLC 12970 LLC 12433 LLC 12970	September October September October	5,792.50 7,502.50 375.00 975.00	1,741.88 2,256.09 116.14 301.97
Law Offices of Young, Minney & Corr, LLP Total	Legal Fees Total					14,645.00	4,416.09
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC T-930650078	October	9,255.39	6,288.64
Document Tracking Services Total	Outside Service-General Total					9,255.39	6,288.64
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9977861265	October	830.49	223.58
Verizon Wireless Total	Telephone - Administration Total					830.49	223.58
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586103124	October (10/31)	4,010.25	1,182.75
Certified Languages International Total	Outside Service-General Total					4,010.25	1,182.75
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1094446	November	1,966.37	529.37
Comm-Core Total	Communications Total					1,966.37	529.37
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4163	November	3,290.00	885.70
Supreme Facility Services, Inc. Total	Operations and Housekeeping Services Total					3,290.00	885.70
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-1396308-8969064 112-4151416-3702622 112-1469447-9171441 112-2398375-5889813 112-6978135-2126665 112-7070030-6494632 111-3475900-8263428 112-1375938-6691423 112-4782103-5458652 112-1816731-1529818 112-8432004-5417830 112-5370936-4058602 112-1373226-6468244 111-2463599-6177820 111-2853999-5265048 111-1852141-5525019 111-3037170-7786609 111-4411285-6953032 111-8091342-3215427	October October October October November November November November November November November November November November November November November November November November	32.16 93.74 254.56 38.46 10.35 16.08 101.67 78.00 53.98 8.57 12.86 5.35 10.62 296.89 24.55 57.18 58.38 54.99 39.23 158.09	8.66 25.24 68.53 10.35 4.33 27.37 21.00 14.53 2.31 3.46 1.44 2.86 79.93 6.61 15.39 15.72 14.80 10.56 42.56
Amazon Total	Office Expense Total					1,395.36	375.65
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41201233	October (10/22)	444.98	119.79
Quill Corporation Total	Office Expense Total					444.98	119.79
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 102824	November	773.10	208.13
AT&T Mobility Total	Communications Total					773.10	208.13
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3319	October	3,440.00	926.09
The Back Room Inc Total	Outside Service-General Total					3,440.00	926.09
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6974325 LLC 01-6980109 LLC 01-6982317 LLC 01-6988928	October (10/19) October (10/26) November (11/02) November (11/09)	1,178.88 1,038.89 2,577.40 4,047.80	317.37 279.68 693.86 1,089.71
	Outside Service Total					8,842.97	2,380.62

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
						8,842.97	2,380.62
AppleOne Employment Services Total						248.00	66.76
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-6258	October	248.00	66.76
Doctors Wellness Company LLC dba WellnessMart MD Total	Outside Service-General Total					248.00	66.76
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24119159056	November	1,410.00	103.61
Bill.com Total	Dues and Memberships Total					1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 110824	October	2,036.37	548.21
Southern California Edison Total	Utilities Total					2,036.37	548.21
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83228397	November	2,588.36	696.81
De Lage Landen Financial Services Inc. Total	Equipment Rental Expense Total					2,588.36	696.81
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813986	November	5,108.65	1,375.30
DataBasics, Inc. Total	Outside Service-General Total					5,108.65	1,375.30
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 102724	November	317.76	85.54
Sparkletts Total	Office Expense Total					317.76	85.54
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2208	November	15,000.00	4,038.16
Smile From The Inside, Inc. Total	Outside Service-General Total					15,000.00	4,038.16
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64007899 LLC 64028347 LLC 64094049 LLC 64156417 LLC 64222978 LLC 64235894 LLC 64242570 LLC 64265641 LLC 64276513 LLC 64185191 LLC 64289081	August (8/23) August (8/30) September (9/13) October (10/04) October (10/18) October (10/25) October (10/25) November (11/01) November (11/01) October (10/11) November (11/08)	1,432.99 856.50 1,800.00 1,440.00 1,598.00 1,800.00 1,800.00 1,600.40 1,800.00 1,800.00 1,800.00	385.78 230.58 484.58 387.66 430.70 484.58 484.58 430.84 484.58 484.58 484.58
Robert Half Inc. Total	Outside Service Total					16,778.20	4,516.87
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31938	November (11/12)	4,322.18	1,299.73
City Printing Graphics Total	Printing Expense Total					4,322.18	1,299.73
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 98413	October (10/26)	5,850.00	1,574.88
Green Hasson & Janks LLP Total	Accounting Fees Total					5,850.00	1,574.88
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW32418	October (10/30)	275.18	74.08
Ontario Refrigeration Total	Operations and Housekeeping Services Total					275.18	74.08
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10302024 11192024	October November	137.80 205.80	37.10 55.40
Smart & Final Total	Office Expense Total					205.80	55.40
4 Successful Kids LLC	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC 2024-2025	November (11/01)	10,000.00	2,441.97
4 Successful Kids LLC Total	Teacher Training Total					10,000.00	2,441.97
College Board	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	800 A-G Completion	LLC CV-7907-0184-0206	June (6/08)	1,075.00	340.68
College Board Total	Non K12 Curriculum Total					1,075.00	340.68
Effectual Educational Consulting Service	Subagreements for Services	53187 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12661 LLC 12719	August (8/31) September (9/30)	8,510.00 18,204.97	2,318.01 4,958.79
Effectual Educational Consulting Service Total	Subagreements for Services Total					18,204.97	4,958.79
Gobo LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	330 SUPP - Engagement	LLC 1547	October (10/23)	28,714.00	3,600.55
Gobo LLC Total	Non K12 Curriculum Total					28,714.00	3,600.55
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2410151	October (10/31)	64.24	17.29
Integration Inc. Total	Postage Total					64.24	17.29
National Technical Honor Society	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2410151	October (10/31)	239.60	64.50
National Technical Honor Society Total	Printing Expense Total					239.60	64.50
TPR Education, LLC	Prepaid Other	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC 209802	November (11/04)	1,180.00	445.61
TPR Education, LLC Total	Prepaid Other Total					1,180.00	445.61
Uline	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 185194759	November (11/04)	850.32	228.92
Uline Total	Office Expense Total					850.32	228.92
Los Angeles Marriott Burbank Airport Hotel	Travel and Conferences	56313 Program Fees & Other Instructional : Program Fees - Professional Development	620 Title II	LLC 110724	November (11/07)	5,000.00	2,065.42
		66001 SG&A - Conferences and Events Expense : Events-Information Sessions	730 CSI	LLC 110424 9708	November (11/04)	19,519.83	8,063.64

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Los Angeles Marriott Burbank	Travel and Conferences Total					19,519.83	8,063.64
Los Angeles Marriott Burbank						24,519.83	10,129.06
Alrport Hotel Total							
The DBQ Company	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	620 Title II	LLC 1487	October (10/25)	800.00	330.47
The DBQ Company Total	Teacher Training Total					800.00	330.47
						800.00	330.47
						1,144.93	311.86
WPS	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC Q37558	November (11/05)		
WPS Total	Materials and Supplies Total					1,144.93	311.86
						1,144.93	311.86
Ali Baba Café	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10312024	October	777.03	209.18
Ali Baba Café Total	Office Expense Total					777.03	209.18
						777.03	209.18
Vons	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	11192024	November	15.99	4.30
Vons Total	Office Expense Total					15.99	4.30
						15.99	4.30
Panera Bread	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	6051715820106610	November	353.40	95.14
Panera Bread Total	Office Expense Total					353.40	95.14
						353.40	95.14
Amazon Blink	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-6599901-8717034	November	100.00	26.92
Amazon Blink Total	Dues and Memberships Total					100.00	26.92
						100.00	26.92
Grand Total						823,591.09	243,829.04

**California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
December 01, 2024 - December 31, 2024**

Vendor	Description	Total
Insperty	PEO - Payroll Services and HR Admin Services provider	3,699,112.87
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	886,757.53
State Board of Equalization	Sales Tax	43,000.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	40,243.78
E-Therapy Intermediate, INC	Special Education Contracted Services	37,643.26
Rids Brother Company Inc	Transportation Services	34,806.02
Effectual Educational Consulting Service	Special Education Services	33,819.66
California Teachers Association	Union Dues	30,076.90
Rock And Roll Academy Inc.	After school club	24,000.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	22,060.18
Del Sol School, Inc	SAI Services	21,604.20
Pitney Bowes Purchase Power	Postage	17,469.12
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	16,667.98
Anchor Counseling & Education Solutions	Special Education Contracted Services	16,570.86
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	16,551.96
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	15,800.90
Smile From The Inside, Inc.	HCM Consulting	15,000.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	14,329.41
Elliott Institute	SAI and related services for NPS placement	13,336.40
Passageway Inc.	SAI Services	12,828.40
Spectrum Center - Rossier Park High School	Special Education Contracted Services	12,821.66
Speech Guy, LLC	Special Education Contracted Services	11,583.74
Haynes Family of Programs	Special Education Contracted Services	11,533.50
Document Tracking Services	Translation Services	11,233.85
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	11,000.00
Robert Half Inc.	Temp Staffing	10,631.69
Green Hasson & Janks LLP	Audit Fees & Professional Services	10,180.00
AppleOne Employment Services	Temp Staffing	10,099.61
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	9,651.35
ECE 4 Autism	Special Education Contracted Services	9,440.88
Barrington Staffing Services	Temp Staffing	9,374.42
Summit View School	Special Education Contracted Services	8,724.37
Grace Speech Therapy Corp.	SLP IEP Attendance	8,284.05
Virtual Technologies Group	Computer equip. & installation	8,204.65
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	7,765.05
FusionPlus Inc	MARVIN Sped system	7,500.00
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	7,174.84
Epiphany Academic Services, LLC dba Epiphany Academy NPS	Special Education Contracted Services	7,067.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	6,895.52
EMHSports USA, Inc	Special Education Contracted Services	6,475.00
DataBasics, Inc.	Expense Report Service	6,152.00
Specialized Therapy Services Inc	Special Education Contracted Services	6,004.20
Kadiant, LLC	Special Education Contracted Services	5,907.06
Solution Tree	Professional Development	5,600.00
Village Glen School	Special Education Contracted Services	4,979.26
Bridge The Gap Sped, LLC	Special Education Contracted Services	4,963.34
Law Offices of Young, Minney & Corr, LLP	Legal Services	4,810.00
The Center for Learning Unlimited	Special Education Contracted Services	4,503.73
Tabitha Obligation dba Behavior Education Consulting Center	SPED Services	4,477.25
Dutch Ryan Plumbing	Plumbing Repair Services	4,350.00
N2Y, LLC	Curricular resource renewals	4,095.32
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	3,958.16
The Back Room Inc	Special Education Contracted Services	3,440.00
Supreme Facility Services, Inc.	Janitorial services	3,290.00
Your Way Tree Service Inc.	Tree Trimming at Office	3,213.00
UPS	Shipping Expenses	3,144.62
Vista Del Mar/Vista School	Special Education Contracted Services	3,136.54
EverDriven Technologies LLC	Fuel Surcharge	3,026.00
Personalized Learning for Urban Students, LLC dba PLUS LLC	Reading Intervention for SPED student	2,800.00
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	2,588.36
Partners in Special Education	Special Education Contracted Services	2,540.00
AT&T Mobility	Telephone Services	2,532.77
Southern California Edison	Electricity	2,436.13
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	2,160.47
Chase Boyle dba Snow Counseling	Special Education Contracted Services	2,085.00
Rosetta Stone Ltd.	Rosetta Stone to be used for our Newcomer ELD Program for EL students	2,050.00

Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	2,032.00
Comm-Core LLC	Telephone Services	1,955.23
Little Ears Therapy Centers	Special Education Contracted Services	1,860.00
Certified Languages International	Special Education Contracted Services	1,843.50
Wayfinder Family Services	NPS placement and services	1,840.88
Augmentative Communications Solutions	Special Education Contracted Services	1,280.00
Quill Corporation	Office Supplies	1,081.67
The Stepping Stones Group LLC	Special Education Contracted Services	1,077.50
San Diego County Office of Education	Targeted Feedback Training	1,000.00
Verizon Wireless	Telephone Services	946.14
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	922.50
Foundations Therapy Service	Special Education Contracted Services	887.25
TinyEYE Technologies Corporation	Individual Counseling for SPED Students	886.67
Jessica Lteif	Occupational Therapy	840.00
eLuma	Special Individual Counseling Services	633.33
Pitney Bowes	Ink Cartridge	601.53
Carmen Gomez Ruiz	Gardening Services	600.00
Amazon Capital Services	Staff Office Supplies	590.40
Sally Gonzalez	Special Education Professional Services	450.00
SpeechRighter, Inc.	Special Education Contracted Services	438.75
Waste Management	Dumpster Services	420.38
Iris Group Holdings LLC dba Everon, LLC	Security Monitoring Services	419.61
Clear Speech and Language	Language and Speech Therapy	410.00
Stepping Stones Therapy	Special Education Contracted Services	373.75
Interpreters Unlimited	Professional language services	349.20
Tiffany L Richardson	Recreation Services	300.00
Sparkletts	Office Drinking Water	280.29
CALIFORNIA ASSOCIATION OF SKILLS USA INC DBA SkillsUSA California	Regional Leadership and SkillsUSA Conference	260.00
Behavioral & Educational Consulting Inc	Behavior Intervention	163.33
Texthelp	Computer equip. & installation	160.00
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	145.00
Beyond Blindness, Inc.	Special Education Contracted Services	125.65
Paper Recycling & Shredding	Documents Shredding	108.00
Utah State Treasurer	Check Escheatment	88.00
Inspire Education Center, LLC	Individual Counseling for SPED Students	86.67
A1 Speech Therapy, Inc.	Special Education Contracted Services	64.00
Doctors Wellness Company LLC dba WellnessMart MD	Special Education Contracted Services	62.00
Washington Department of Revenue	Unclaimed Property	53.74
Zoom Video Communications, Inc.	Annual Subscription	51.00
Grand Total		5,321,251.79

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
December 01, 2024 - December 31, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36259 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	12/13/2024	1KVR-9DGC-LHMM		(161.94)
	Bill Payment	12/16/2024	36259		161.94
					(164.74)
Bill Payment #36159 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	12/05/2024	13DK-N7MD-GC7M		(212.04)
	Bill	12/05/2024	1DY4-YXND-NNL7		(51.68)
	Bill	12/05/2024	1F7V-YL6L-MX14		428.46
	Bill Payment	12/06/2024	36159		0.00
					(2,976.27)
Bill Payment #36219 - Barrington Staffing Services(CAVA@LA)	Bill	12/05/2024	LLC 44215		(2,394.73)
	Bill	12/05/2024	LLC 44234		(2,998.19)
	Bill	12/05/2024	LLC 44281		(1,005.23)
	Bill	12/05/2024	LLC 44301		9,374.42
	Bill Payment	12/06/2024	36219		0.00
					(600.00)
Bill Payment #36245 - Carmen Gomez Ruiz(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 3010		600.00
	Bill Payment	12/16/2024	36245		0.00
					(375.00)
Bill Payment #36249 - Document Tracking Services(CAVA@LA)	Bill	12/13/2024	LLC FT9306538		(10,858.85)
	Bill	12/13/2024	LLC T-930650079		11,233.85
	Bill Payment	12/16/2024	36249		0.00
					(660.00)
Bill Payment #36272 - Effectual Educational Consulting Service(CAVA@LA)	Bill	12/13/2024	INV-09226		(750.00)
	Bill	12/13/2024	INV-09228		(780.00)
	Bill	12/13/2024	INV-09233		(1,500.00)
	Bill	12/13/2024	INV-09238		(60.00)
	Bill	12/13/2024	INV-09246		(1,080.00)
	Bill	12/13/2024	INV-09250		(2,288.40)
	Bill	12/13/2024	INV-09264		(450.00)
	Bill	12/13/2024	INV-09272		(525.00)
	Bill	12/13/2024	INV-09279		(240.00)
	Bill	12/13/2024	INV-09287		(670.00)
	Bill	12/13/2024	INV-09293		(462.50)
	Bill	12/13/2024	INV-09295		(1,800.00)
	Bill	12/13/2024	INV-09302		(2,957.50)
	Bill	12/13/2024	INV-09306		(1,170.00)
	Bill	12/13/2024	INV-09307		(493.29)
	Bill	12/13/2024	INV-09310		(1,430.00)
	Bill	12/13/2024	INV-09311		(180.00)
	Bill	12/13/2024	INV-09323		(400.00)
	Bill	12/13/2024	INV-09326		(1,162.50)
	Bill	12/13/2024	INV-09329		(120.00)
	Bill	12/13/2024	INV-09337		(100.00)
	Bill	12/13/2024	INV-09338		(120.00)
	Bill	12/13/2024	INV-09342		(805.00)
	Bill	12/13/2024	INV-09351		(5,837.50)
	Bill	12/13/2024	INV-09359		(105.00)
	Bill	12/13/2024	INV-09364		(580.00)
	Bill	12/13/2024	INV-09369		(540.00)
	Bill	12/13/2024	INV-09376		(1,435.47)
	Bill	12/13/2024	INV-09389		(30.00)
	Bill	12/13/2024	INV-09400		(22.50)
	Bill	12/13/2024	INV-09401		(30.00)
	Bill	12/13/2024	INV-09402		(3,240.00)
	Bill	12/13/2024	INV-09405		(120.00)
	Bill	12/13/2024	INV-09414		(180.00)
	Bill	12/13/2024	INV-09419		(490.00)
	Bill	12/13/2024	INV-09422		(60.00)
	Bill	12/13/2024	INV-09424		32,874.66
	Bill Payment	12/16/2024	36272		(810.00)
Bill Payment #36176 - Effectual Educational Consulting Service(CAVA@LA)	Bill	12/05/2024	100124		(70.00)
	Bill	12/05/2024	INV-09222		(65.00)
	Bill	12/05/2024	INV-09225		945.00
	Bill Payment	12/06/2024	36176		0.00
Amount Unapplied - Bill Payment #36272 - Effectual Educational Consulting Service(CAVA@LA)					0.00
Bill Payment #36224 - FusionPlus Inc(CAVA@LA)	Bill	12/05/2024	LLC INV-1017		(7,500.00)
	Bill Payment	12/06/2024	36224		7,500.00
					0.00

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Board Disbursements A/P Payment History by Vendor
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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36252 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 13611		(4,810.00)
	Bill Payment	12/16/2024	36252		4,810.00
					0.00
Bill Payment #36281 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(630.00)
	Bill	12/13/2024	INV-07909		
	Bill	12/13/2024	INV-07910		(618.71)
	Bill	12/13/2024	INV-07967		(33.25)
	Bill	12/13/2024	INV-07966		(498.75)
	Bill	12/13/2024	INV-07920		(594.33)
	Bill	12/13/2024	INV-07968		(84.75)
	Bill	12/13/2024	INV-07965		(113.00)
	Bill	12/13/2024	INV-07921		(1,056.50)
	Bill	12/13/2024	INV-07963		(550.25)
	Bill	12/13/2024	INV-07964		(236.33)
	Bill	12/13/2024	INV-07922		(404.92)
	Bill	12/13/2024	INV-07923		(746.49)
	Bill	12/13/2024	INV-07962		(70.22)
	Bill	12/13/2024	INV-07984		(637.29)
	Bill	12/13/2024	INV-07979		(266.00)
	Bill	12/13/2024	INV-07983		(335.23)
	Bill	12/13/2024	INV-07985		(99.75)
	Bill	12/13/2024	INV-07986		(33.25)
	Bill	12/13/2024	INV-07989		(243.50)
	Bill	12/13/2024	INV-07988		(155.27)
	Bill	12/13/2024	INV-07987		(332.50)
	Bill	12/13/2024	INV-07982		(458.00)
	Bill Payment	12/16/2024	36281		8,198.29
Bill Payment #36190 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					(287.13)
	Bill	12/05/2024	INV-07870		
	Bill	12/05/2024	INV-07871		(56.50)
	Bill	12/05/2024	INV-07872		(236.33)
	Bill	12/05/2024	INV-07862		(296.63)
	Bill	12/05/2024	INV-07863		(228.61)
	Bill	12/05/2024	INV-07864		(591.00)
	Bill	12/05/2024	INV-07869		(886.50)
	Bill	12/05/2024	INV-07865		(537.55)
	Bill	12/05/2024	INV-07866		(84.75)
	Bill	12/05/2024	INV-07867		(417.25)
	Bill	12/05/2024	INV-07868		(369.00)
	Bill	12/05/2024	INV-07874		(404.14)
	Bill	12/05/2024	INV-07873		(84.75)
	Bill	12/05/2024	INV-07917		(1,130.50)
	Bill	12/05/2024	INV-07915		(638.75)
	Bill	12/05/2024	INV-07918		(66.50)
	Bill	12/05/2024	INV-07914		(166.97)
	Bill	12/05/2024	INV-07916		(812.50)
	Bill	12/05/2024	INV-07913		(842.33)
	Bill	12/05/2024	INV-07919		(332.00)
	Bill Payment	12/06/2024	36190		8,469.69
Amount Unapplied - Bill Payment #36281 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
Amount Unapplied - Bill Payment #36190 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
					0.00
Bill Payment #36227 - Paper Recycling & Shredding(CAVA@LA)	Bill	12/05/2024	LLC 587895		(108.00)
	Bill Payment	12/06/2024	36227		108.00
					0.00
Bill Payment #36283 - Partners in Special Education(CAVA@LA)	Bill	12/13/2024	INV-01145		(192.50)
	Bill Payment	12/16/2024	36283		192.50
Bill Payment #36191 - Partners in Special Education(CAVA@LA)	Bill	12/05/2024	INV-01138		(2,100.00)
	Bill	12/05/2024	INV-01144		(247.50)
	Bill Payment	12/06/2024	36191		2,347.50
					0.00
Bill Payment #36287 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	12/13/2024	INV-01221		(3,519.00)
	Bill Payment	12/16/2024	36287		3,519.00
Bill Payment #36200 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-01199		(2,534.25)
	Bill	12/05/2024	INV-01174		(1,312.50)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36200 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-01212		(1,500.50)
	Bill	12/05/2024	INV-01190		(2,542.49)
	Bill	12/05/2024	TCUSD2410		(175.00)
	Bill Payment	12/06/2024	36200		8,064.74
					0.00
					(2,775.22)
Bill Payment #36194 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00945		
	Bill	12/05/2024	INV-00934		(4,989.83)
	Bill Payment	12/06/2024	36194		7,765.05
					0.00
Bill Payment #36257 - UPS(CAVA@LA)	Bill	12/13/2024	LLC 000073Y68E494		(538.03)
	Bill	12/13/2024	LLC 0000V9159W494		(218.56)
	Bill Payment	12/16/2024	36257		756.59
Bill Payment #36237 - UPS(CAVA@LA)	Bill	12/05/2024	LLC 000073Y68E464		(687.19)
	Bill	12/05/2024	LLC 000073Y68E474		(766.47)
	Bill	12/05/2024	LLC 000073Y68E484		(331.87)
	Bill	12/05/2024	LLC 0000V9159W464		(216.51)
	Bill	12/05/2024	LLC 0000V9159W474		(259.12)
	Bill	12/05/2024	LLC 0000V9159W484		(126.87)
	Bill Payment	12/06/2024	36237		2,388.03
					0.00
Amount Unapplied - Bill Payment #36237 - UPS(CAVA@LA)					0.00
					(115.32)
Bill Payment #36294 - Virtual Technologies Group(CAVA@LA)	Bill	12/13/2024	213031		
	Bill	12/13/2024	213032		(903.46)
	Bill	12/13/2024	213035		(2,011.01)
	Bill	12/13/2024	213040		(851.95)
	Bill	12/13/2024	213043		(115.32)
	Bill Payment	12/16/2024	36294		3,997.06
					(884.35)
Bill Payment #36212 - Virtual Technologies Group(CAVA@LA)	Bill	12/05/2024	212523		
	Bill	12/05/2024	212580		(1,041.66)
	Bill	12/05/2024	212606		(157.32)
	Bill	12/05/2024	212609		(884.35)
	Bill	12/05/2024	212610		(157.32)
	Bill	12/05/2024	212901		(115.32)
	Bill	12/05/2024	212909		(115.32)
	Bill	12/05/2024	212911		(851.95)
	Bill Payment	12/06/2024	36212		4,207.59
					(0.00)
Amount Unapplied - Bill Payment #36294 - Virtual Technologies Group(CAVA@LA)					(0.00)
					(167.38)
Bill Payment #36238 - Waste Management(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 7037103-0283-6		
	Bill	12/05/2024	LLC 7037119-0283-2		(253.00)
	Bill Payment	12/06/2024	36238		420.38
					0.00
Bill Payment #36258 - Verizon Wireless(CAVA@LA)	Bill	12/13/2024	LLC 6100267902		(946.14)
	Bill Payment	12/16/2024	36258		946.14
					0.00
					(739.68)
Bill Payment #36260 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	12/13/2024	INV-07349		
	Bill	12/13/2024	INV-07353		(2,688.59)
	Bill Payment	12/16/2024	36260		3,428.27
					(375.00)
Bill Payment #36160 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	12/05/2024	INV-07342		
	Bill	12/05/2024	INV-07323		(2,427.09)
	Bill	12/05/2024	INV-07324		(5,890.00)
	Bill	12/05/2024	INV-07325		(4,450.50)
	Bill Payment	12/06/2024	36160		13,142.59
					0.00
Bill Payment #36247 - Comm-Core LLC(CAVA@LA)	Bill	12/13/2024	LLC 1095273		(1,955.23)
	Bill Payment	12/16/2024	36247		1,955.23
					0.00
					(1,843.50)
Bill Payment #36246 - Certified Languages International(CAVA@LA)	Bill	12/13/2024	LLC 74586113024		
	Bill Payment	12/16/2024	36246		1,843.50
					0.00
					(42,076.40)
Bill Payment #ACH_DEC 09, 2024 - State Board of Equalization(CAVA@LA)	Bill	11/19/2024	LA_NOV'24 Use Tax	LA_Use Tax_NOV 2024	
	Bill	12/09/2024	LA_NOV'24 Use Tax_Adj.	LA_Use Tax_NOV 2024 Adj.	(923.60)
	Bill Payment	12/09/2024	ACH_DEC 09, 2024	LA_Use Tax_NOV 2024 & Adj.	43,000.00
					(0.00)
Amount Unapplied - Bill Payment #ACH_DEC 09, 2024 - State Board of Equalization(CAVA@LA)					(0.00)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36235 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 4199		(3,290.00)
	Bill Payment	12/06/2024	36235		3,290.00
					0.00
Bill Payment #36276 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-01365		(1,219.75)
	Bill	12/13/2024	INV-01377		
	Bill	12/13/2024	INV-01380		(871.25)
	Bill	12/13/2024	INV-01391		(276.75)
	Bill Payment	12/16/2024	36276		(1,455.50)
Bill Payment #36183 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)					3,823.25
	Bill	12/05/2024	INV-01311		(758.50)
	Bill	12/05/2024	INV-01318		
	Bill	12/05/2024	INV-01320		(30.75)
	Bill	12/05/2024	INV-01327		(615.00)
	Bill	12/05/2024	INV-01331		(30.75)
	Bill	12/05/2024	INV-01343		(1,998.75)
	Bill	12/05/2024	INV-01354		(307.50)
	Bill	12/05/2024	INV-01356		(184.50)
	Bill	12/05/2024	INV-01358		(289.05)
	Bill Payment	12/06/2024	36183		(246.00)
					4,460.80
Bill Payment #36230 - Quill Corporation(CAVA@LA)	Bill	12/05/2024	LLC 41387828		0.00
	Bill	12/05/2024	LLC 41626581		(910.39)
	Bill Payment	12/06/2024	36230		(171.28)
					1,081.67
Bill Payment #36241 - AT&T Mobility(CAVA@LA)	Bill	12/13/2024	LLC 80557846671578 112824		0.00
	Bill Payment	12/16/2024	36241		(776.09)
Bill Payment #36216 - AT&T Mobility(CAVA@LA)	Bill	12/05/2024	LLC 4691785906		776.09
	Bill Payment	12/06/2024	36216		(1,756.68)
					1,756.68
Bill Payment #36236 - The Back Room Inc(CAVA @ Los Angeles)	Bill	12/05/2024	LLC INV-3407		0.00
	Bill Payment	12/06/2024	36236		(3,440.00)
					3,440.00
Bill Payment #ACH 12.09.2024, 12.11.2024, 12.23.2024 - Insperity(CAVA@LA)	Bill	12/31/2024	LA_DEC'24 PYRL #201	LA_DEC 2024 Payroll (Acct# End 201)	0.00
	Bill Payment	12/31/2024	ACH 12.09.2024, 12.11.2024, 12.23.2024	LA_DEC 2024 Payroll (Acct# End 201)	(951,634.57)
Bill Payment #ACH 12.09.2024 & 12.23.2024 - Insperity(CAVA@LA)	Bill	12/31/2024	LA_DEC'24 PYRL #200	LA_DEC 2024 Pyrl (Acct# End 200)	951,634.57
	Bill Payment	12/31/2024	ACH 12.09.2024 & 12.23.2024	LA_DEC 2024 Pyrl (Acct# End 200)	(2,747,478.30)
					2,747,478.30
Bill Payment #36243 - AppleOne Employment Services(CAVA@LA)	Bill	12/13/2024	LLC 01-7002584		0.00
	Bill Payment	12/16/2024	36243		(1,728.72)
Bill Payment #36218 - AppleOne Employment Services(CAVA@LA)					1,728.72
	Bill	12/05/2024	LLC 01-6994210		(3,483.84)
	Bill	12/05/2024	LLC 01-6997774		
	Bill Payment	12/06/2024	36218		(4,887.05)
					8,370.89
Bill Payment #36221 - Doctors Wellness Company LLC dba WellnessMart MD(CAVA @ Los Angeles)	Bill	12/05/2024	LLC INV-6950		0.00
	Bill Payment	12/06/2024	36221		(62.00)
					62.00
Bill Payment #36242 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 3200		0.00
	Bill Payment	12/16/2024	36242		(4,485.00)
Bill Payment #36217 - AXIS Teletherapy(CAVA @ Los Angeles)					4,485.00
	Bill	12/05/2024	LLC 3035		(325.00)
Bill Payment #36163 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill Payment	12/06/2024	36217		325.00
	Bill	12/05/2024	INV-01065		(635.00)
	Bill	12/05/2024	INV-01066		
	Bill	12/05/2024	INV-01078		(1,930.00)
	Bill	12/05/2024	INV-01076		(130.00)
	Bill	12/05/2024	INV-01098		(603.75)
	Bill	12/05/2024	INV-01099		(916.50)
	Bill	12/05/2024	INV-01100		(664.75)
	Bill	12/05/2024	INV-01095		(381.50)
	Bill	12/05/2024	INV-01077		(950.00)
	Bill	12/05/2024	INV-01097		(88.50)
	Bill	12/05/2024	INV-01096		(735.72)
	Bill	12/05/2024	INV-01094		(1,135.00)
	Bill	12/05/2024	INV-01123		(791.25)
	Bill	12/05/2024	INV-01126		(47.00)
	Bill	12/05/2024	INV-01131		(45.71)
					(45.50)

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
Bill Payment #36163 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	12/05/2024	INV-01128		(94.00)
	Bill	12/05/2024	INV-01135		(93.33)
	Bill	12/05/2024	INV-01143		(46.00)
	Bill	12/05/2024	INV-01148		(45.50)
	Bill	12/05/2024	INV-01145		(94.00)
	Bill	12/05/2024	INV-01141		(46.40)
	Bill Payment	12/06/2024	36163		9,519.41
Amount Unapplied - Bill Payment #36163 - AXIS Teletherapy(CAVA @ Los Angeles)					(0.00)
					(105.00)
Bill Payment #36289 - Stepping Stones Therapy(CAVA@LA)	Bill	12/13/2024	INV-00726		(51.25)
	Bill	12/13/2024	INV-00732		156.25
	Bill Payment	12/16/2024	36289		(150.00)
Bill Payment #36201 - Stepping Stones Therapy(CAVA@LA)	Bill	12/05/2024	INV-00716		(33.75)
	Bill	12/05/2024	INV-00717		(33.75)
	Bill	12/05/2024	INV-00724		217.50
	Bill Payment	12/06/2024	36201		0.00
					(383.50)
Bill Payment #36291 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00608		383.50
	Bill Payment	12/16/2024	36291		(308.00)
Bill Payment #36206 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00589		(386.00)
	Bill	12/05/2024	INV-00602		694.00
	Bill Payment	12/06/2024	36206		0.00
					(2,436.13)
Bill Payment #36256 - Southern California Edison(CAVA@LA)	Bill	12/13/2024	LLC 700203189681 121124		2,436.13
	Bill Payment	12/16/2024	36256		0.00
					(2,588.36)
Bill Payment #36248 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 83307606		2,588.36
	Bill Payment	12/16/2024	36248		0.00
					(6,152.00)
Bill Payment #36220 - DataBasics, Inc.(CAVA@LA)	Bill	12/05/2024	LLC 0814119		6,152.00
	Bill Payment	12/06/2024	36220		0.00
					(280.29)
Bill Payment #36234 - Sparkletts(CAVA@LA)	Bill	12/05/2024	LLC 15182654 112424		280.29
	Bill Payment	12/06/2024	36234		0.00
					(64.00)
Bill Payment #36158 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	12/05/2024	INV-00344		64.00
	Bill Payment	12/06/2024	36158		0.00
					(1,111.25)
Bill Payment #36261 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00983		(1,178.27)
	Bill	12/13/2024	INV-00984		(1,270.00)
	Bill	12/13/2024	INV-00982		3,559.52
	Bill Payment	12/16/2024	36261		(1,907.25)
Bill Payment #36161 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00967		(1,428.75)
	Bill	12/05/2024	INV-00968		3,336.00
	Bill Payment	12/06/2024	36161		0.00
					(15,000.00)
Bill Payment #ACH 12.09.2024 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 2209		15,000.00
	Bill Payment	12/09/2024	ACH 12.09.2024	CHIPS:00031419810001231R0001209000000000	0.00
					(7,090.00)
Bill Payment #36277 - Green Hasson & Janks LLP(CAVA@LA)	Bill	12/13/2024	99194 - Partial		7,090.00
	Bill Payment	12/16/2024	36277		(3,090.00)
Bill Payment #36251 - Green Hasson & Janks LLP(CAVA@LA)	Bill	12/13/2024	LLC 99382		3,090.00
	Bill Payment	12/16/2024	36251		0.00
					(34,806.02)
Bill Payment #36196 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	12/05/2024	1440		34,806.02
	Bill Payment	12/06/2024	36196		0.00
					(1,598.00)
Bill Payment #36253 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 64397320		(1,800.00)
	Bill	12/13/2024	LLC 64399069		

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Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros				
Transaction	Bill Type	Date	Document Number	Memo
Bill Payment #36253 - Robert Half Inc.(CAVA @ Los Angeles)	Bill Payment	12/16/2024	36253	
Bill Payment #36231 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 64309088	
	Bill	12/05/2024	LLC 64324920	
	Bill	12/05/2024	LLC 64345939	
	Bill	12/05/2024	LLC 64352131	
	Bill	12/05/2024	LLC 64369154	
	Bill	12/05/2024	LLC 64370980	
	Bill Payment	12/06/2024	36231	
				3,398.00
				(1,446.19)
				(1,440.00)
				(1,524.10)
				(1,800.00)
				(540.00)
				(483.40)
				7,233.69
				0.00
Bill Payment #36271 - EMHSports USA, Inc(CAVA@LA)	Bill	12/13/2024	INV-03827	
	Bill Payment	12/16/2024	36271	
				(900.00)
				900.00
Bill Payment #36179 - EMHSports USA, Inc(CAVA@LA)	Bill	12/05/2024	INV-03799	
	Bill	12/05/2024	INV-03800	
	Bill	12/05/2024	INV-03801	
	Bill	12/05/2024	INV-03804	
	Bill	12/05/2024	INV-03806	
	Bill	12/05/2024	INV-03807	
	Bill	12/05/2024	INV-03814	
	Bill	12/05/2024	INV-03815	
	Bill	12/05/2024	INV-03816	
	Bill	12/05/2024	INV-03824	
	Bill Payment	12/06/2024	36179	
				(720.00)
				(810.00)
				(540.00)
				(85.00)
				(540.00)
				(1,080.00)
				(360.00)
				(540.00)
				(540.00)
				(360.00)
				5,575.00
				0.00
Bill Payment #36188 - Little Ears Therapy Centers(CAVA@LA)	Bill	12/05/2024	INV-00179	
	Bill	12/05/2024	INV-00174	
	Bill Payment	12/06/2024	36188	
				(60.00)
				(1,800.00)
				1,860.00
				0.00
Bill Payment #36189 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00680	
	Bill	12/05/2024	INV-00679	
	Bill Payment	12/06/2024	36189	
				(5,795.00)
				(5,205.00)
				11,000.00
				0.00
Bill Payment #36286 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00332	
	Bill Payment	12/16/2024	36286	
				(250.00)
Bill Payment #36197 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00326	
	Bill Payment	12/06/2024	36197	
				(200.00)
				200.00
				0.00
Bill Payment #36262 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00532	
	Bill Payment	12/16/2024	36262	
				(760.00)
				760.00
Bill Payment #36162 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00502	
	Bill	12/05/2024	INV-00522	
	Bill	12/05/2024	INV-00514	
	Bill	12/05/2024	INV-00527	
	Bill Payment	12/06/2024	36162	
				(280.00)
				(80.00)
				(80.00)
				(80.00)
				520.00
				0.00
Bill Payment #36167 - California Teachers Association(CAVA@LA)	Bill	12/05/2024	Union Dues - 112024	
	Bill Payment	12/06/2024	36167	
				(30,076.90)
				30,076.90
				0.00
Bill Payment #36265 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00661	
	Bill	12/13/2024	INV-00706	
	Bill	12/13/2024	INV-00712	
	Bill Payment	12/16/2024	36265	
				(2,700.00)
				(1,125.00)
				(3,078.55)
				6,903.55
Bill Payment #36169 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00685	
	Bill	12/05/2024	INV-00684	
	Bill	12/05/2024	INV-00691	
	Bill	12/05/2024	INV-00694	
	Bill	12/05/2024	INV-00695	
	Bill Payment	12/06/2024	36169	
				(560.00)
				(2,025.00)
				(2,462.84)
				(2,949.51)
				(900.00)
				8,897.35
				0.00
				(36,743.78)
Bill Payment #36266 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00511	
	Bill Payment	12/16/2024	36266	
				36,743.78
Bill Payment #36170 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00502	
				(900.00)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36170 - Christy Bock dba Cornerstone	Bill	12/05/2024	INV-0768		(2,600.00)
	Bill Payment	12/06/2024	36170		3,500.00
					0.00
Bill Payment #36268 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00360		(45.00)
	Bill	12/13/2024	INV-00346		(3,545.84)
	Bill	12/13/2024	INV-00345		(3,992.78)
	Bill Payment	12/16/2024	36268		7,583.62
					(45.00)
Bill Payment #36171 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00330		
	Bill	12/05/2024	INV-00315		(4,487.77)
	Bill	12/05/2024	INV-00337		(776.25)
	Bill	12/05/2024	INV-00316		(3,659.32)
	Bill Payment	12/06/2024	36171		8,968.34
Amount Unapplied - Bill Payment #36268 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)					(0.00)
					0.00
Bill Payment #36270 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	12/13/2024	INV-08117		(993.55)
	Bill	12/13/2024	INV-08125		(4,994.08)
	Bill	12/13/2024	INV-08126		(4,752.65)
	Bill	12/13/2024	INV-08127		(3,334.39)
	Bill	12/13/2024	INV-08149		(24.16)
	Bill	12/13/2024	INV-08155		(78.32)
	Bill Payment	12/16/2024	36270		14,177.15
Bill Payment #36174 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-08066		(3,676.95)
	Bill	12/05/2024	INV-08072		(4,266.62)
	Bill	12/05/2024	INV-08073		(795.53)
	Bill	12/05/2024	INV-08074		(4,026.30)
	Bill	12/05/2024	INV-08075		(370.00)
	Bill	12/05/2024	INV-08076		(510.01)
	Bill	12/05/2024	INV-08077		(5,098.19)
	Bill	12/05/2024	INV-08078		(3,946.26)
	Bill	12/05/2024	INV-08079		(720.00)
	Bill	12/05/2024	INV-08084		(56.25)
	Bill Payment	12/06/2024	36174		23,466.11
Amount Unapplied - Bill Payment #36270 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)					0.00
Amount Unapplied - Bill Payment #36174 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)					(0.00)
					0.00
Bill Payment #36175 - ECE 4 Autism(CAVA @ Los Angeles)	Bill	12/05/2024	02203602		(9,440.88)
	Bill Payment	12/06/2024	36175		9,440.88
					0.00
Bill Payment #36185 - Institute for the Redesign of Learning DBA The Almansor Center(CAVA @ Los Angele	Bill	12/05/2024	0000047013		(7,174.84)
	Bill Payment	12/06/2024	36185		7,174.84
					0.00
Bill Payment #36199 - Spectrum Center - Rossier Park High School(CAVA @ Los Angeles)	Bill	12/05/2024	2/29/2024		(12,821.66)
	Bill Payment	12/06/2024	36199		12,821.66
					0.00
Bill Payment #36202 - Summit View School(CAVA@LA)	Bill	12/05/2024	CVA1024SVW		(8,724.37)
	Bill Payment	12/06/2024	36202		8,724.37
					0.00
Bill Payment #36292 - TheraStaffers(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00658		(2,299.17)
	Bill	12/13/2024	INV-00670		(268.67)
	Bill Payment	12/16/2024	36292		2,567.84
Bill Payment #36207 - TheraStaffers(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00647		(3,968.00)
	Bill	12/05/2024	INV-00652		(3,115.51)
	Bill Payment	12/06/2024	36207		7,083.51
					0.00
					(4,979.26)
Bill Payment #36211 - Village Glen School(CAVA@LA)	Bill	12/05/2024	CVA1024VG		
	Bill Payment	12/06/2024	36211		4,979.26
					0.00
Bill Payment #36168 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00473		(1,440.00)
	Bill	12/05/2024	INV-00486		(45.00)
	Bill	12/05/2024	INV-00492		(90.00)

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36168 - Chase Boyle dba Snow	Bill	12/05/2024	INV-00496		(480.00)
	Bill	12/05/2024	INV-00508		(30.00)
	Bill Payment	12/06/2024	36168		2,085.00
					0.00
Bill Payment #36172 - Deaf and Hard of Hearing Educational Solutions, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00045		(145.00)
	Bill Payment	12/06/2024	36172		145.00
					0.00
Bill Payment #36178 - Elliott Institute(CAVA @ Los Angeles)	Bill	12/05/2024	102024NPSAUD		(13,336.40)
	Bill Payment	12/06/2024	36178		13,336.40
					0.00
Bill Payment #36295 - eLuma(CAVA@LA)	Bill	12/13/2024	VST-01137		(633.33)
	Bill Payment	12/16/2024	36295		633.33
					0.00
Bill Payment #36275 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00874		(481.50)
	Bill Payment	12/16/2024	36275		481.50
Bill Payment #36182 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00867		(405.75)
	Bill Payment	12/06/2024	36182		405.75
					0.00
Bill Payment #36184 - Inspire Education Center, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00030		(86.67)
	Bill Payment	12/06/2024	36184		86.67
					0.00
Bill Payment #36285 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-08999		(1,288.16)
	Bill Payment	12/16/2024	36285		1,288.16
Bill Payment #36195 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	INV-08997		(2,670.00)
	Bill Payment	12/06/2024	36195		2,670.00
					0.00
Bill Payment #36273 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-01179		(10,065.57)
	Bill Payment	12/16/2024	36273		10,065.57
Bill Payment #36177 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	INV-01166		(11,994.61)
	Bill Payment	12/06/2024	36177		11,994.61
					0.00
Bill Payment #36288 - SpeechRighter, Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00341		(438.75)
	Bill Payment	12/16/2024	36288		438.75
					0.00
Bill Payment #ACH 12.18.2024 - K12 MANAGEMENT INC	Bill	10/21/2024	INV-003-16759 _ LA-Oct.24-OLS	INV-003-16759 _ LA-Oct.24-OLS	(886,757.53)
	Bill Payment	12/18/2024	ACH 12.18.2024	FED:1218167032R001278	886,757.53
					0.00
Bill Payment #36278 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00353		(2,032.00)
	Bill Payment	12/16/2024	36278		2,032.00
					0.00
Bill Payment #36213 - Vista Del Mar/Vista School (NPS)(CAVA @ Los Angeles)	Bill	12/05/2024	1024-RSY		(3,136.54)
	Bill Payment	12/06/2024	36213		3,136.54
					0.00
Bill Payment #36279 - Haynes Family of Programs(CAVA@LA)	Bill	12/13/2024	October2024		(10,586.52)
	Bill	12/13/2024	October2024-Elrefaey		(946.98)
	Bill Payment	12/16/2024	36279		11,533.50
					0.00
Bill Payment #36187 - Kadiant, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00177		(4,480.18)
	Bill	12/05/2024	INV-00178		(1,426.88)
	Bill Payment	12/06/2024	36187		5,907.06
					0.00
Bill Payment #36284 - Passageway Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	112024		(12,828.40)
	Bill Payment	12/16/2024	36284		12,828.40
					0.00
Bill Payment #36203 - Texthelp(CAVA @ Los Angeles)	Bill	12/05/2024	78513		(160.00)
	Bill Payment	12/06/2024	36203		160.00
					0.00
Bill Payment #36165 - Behavioral & Educational Consulting Inc(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00015		(163.33)
	Bill Payment	12/06/2024	36165		163.33

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
					0.00
					(410.00)
Bill Payment #36267 - Clear Speech and Language(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00022		410.00
	Bill Payment	12/16/2024	36267		0.00
					(886.67)
Bill Payment #36209 - TinyEYE Technologies Corporation(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00597		886.67
	Bill Payment	12/06/2024	36209		0.00
					(2,247.25)
Bill Payment #36263 - Tabitha Obligation dba Behavior Education Consulting Center(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00012		2,247.25
	Bill Payment	12/16/2024	36263		(2,000.00)
Bill Payment #36164 - Tabitha Obligation dba Behavior Education Consulting Center(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00007		(230.00)
	Bill	12/05/2024	INV-00011		2,230.00
	Bill Payment	12/06/2024	36164		0.00
					(4,963.34)
Bill Payment #36166 - Bridge The Gap Sped, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00221		4,963.34
	Bill Payment	12/06/2024	36166		0.00
					(9,960.25)
Bill Payment #36269 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	12/13/2024	112024		9,960.25
	Bill Payment	12/16/2024	36269		(11,643.95)
Bill Payment #36173 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	12/05/2024	102024		11,643.95
	Bill Payment	12/06/2024	36173		0.00
					(3,247.00)
Bill Payment #36274 - Epiphany Academic Services, LLC dba Epiphany Academy NPS(CAVA @ Los Angeles)	Bill	12/13/2024	November2024		3,247.00
	Bill Payment	12/16/2024	36274		(3,820.00)
Bill Payment #36180 - Epiphany Academic Services, LLC dba Epiphany Academy NPS(CAVA @ Los Angeles)	Bill	12/05/2024	October2024		3,820.00
	Bill Payment	12/06/2024	36180		0.00
					(3,026.00)
Bill Payment #36181 - EverDriven Technologies LLC(CAVA @ Los Angeles)	Bill	12/05/2024	59738		3,026.00
	Bill Payment	12/06/2024	36181		0.00
					(240.00)
Bill Payment #36280 - Jessica Lteif (CAVA @ Los Angeles)	Bill	12/13/2024	INV-00024		240.00
	Bill Payment	12/16/2024	36280		(600.00)
Bill Payment #36186 - Jessica Lteif (CAVA @ Los Angeles)	Bill	12/05/2024	INV-00019		600.00
	Bill Payment	12/06/2024	36186		0.00
					(1,440.00)
Bill Payment #36282 - Personalized Learning for Urban Students, LLC dba PLUS LLC (CAVA @ Los Angeles)	Bill	12/13/2024	006-		1,440.00
	Bill Payment	12/16/2024	36282		(1,360.00)
Bill Payment #36192 - Personalized Learning for Urban Students, LLC dba PLUS LLC (CAVA @ Los Angeles)	Bill	12/05/2024	005		1,360.00
	Bill Payment	12/06/2024	36192		0.00
					(922.50)
Bill Payment #36193 - Point Quest Pediatric Therapies, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00209		922.50
	Bill Payment	12/06/2024	36193		0.00
					(600.00)
Bill Payment #36198 - Specialized Therapy Services Inc(CAVA@LA)	Bill	12/05/2024	INV-01279		(5,105.00)
	Bill	12/05/2024	INV-01271		(299.20)
	Bill	12/05/2024	INV-01281		6,004.20
	Bill Payment	12/06/2024	36198		0.00
					(4,503.73)
Bill Payment #36204 - The Center for Learning Unlimited(CAVA @ Los Angeles)	Bill	12/05/2024	26248		4,503.73
	Bill Payment	12/06/2024	36204		0.00
					(178.75)
Bill Payment #36290 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00502		(99.92)
	Bill	12/13/2024	INV-00512		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36290 - The Miri Center. A Professional	Bill Payment	12/16/2024	36290		278.67
Bill Payment #36205 - The Miri Center. A Professional Psychological Corporation(CAVA @ Los Angeles)	Bill	12/05/2024	INV-00483		(1,370.42)
	Bill	12/05/2024	INV-00496		(511.38)
	Bill Payment	12/06/2024	36205		1,881.80
Bill Payment #36293 - Tiffany L Richardson (CAVA @ Los Angeles)	Bill	12/13/2024	INV-00038		0.00
	Bill Payment	12/16/2024	36293		(100.00)
Bill Payment #36208 - Tiffany L Richardson (CAVA @ Los Angeles)	Bill	12/05/2024	INV-00036		100.00
	Bill	12/05/2024	INV-00037		(100.00)
	Bill Payment	12/06/2024	36208		(100.00)
Bill Payment #36210 - Utah State Treasurer(CAVA @ Los Angeles)	Bill	12/05/2024	112724 Escheatment		200.00
	Bill Payment	12/06/2024	36210		0.00
					(88.00)
Bill Payment #36214 - Washington Department of Revenue(CAVA @ Los Angeles)	Bill	12/05/2024	112724 Escheatment		88.00
	Bill Payment	12/06/2024	36214		0.00
					(53.74)
Bill Payment #36215 - Wayfinder Family Services(CAVA @ Los Angeles)	Bill	12/05/2024	October 2024 - Gonzalez		53.74
	Bill Payment	12/06/2024	36215		0.00
					(1,840.88)
Bill Payment #36250 - Dutch Ryan Plumbing(CAVA @ Los Angeles)	Bill	12/13/2024	LLC 177		1,840.88
	Bill Payment	12/16/2024	36250		0.00
Bill Payment #36222 - Dutch Ryan Plumbing(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 172		(400.00)
	Bill Payment	12/06/2024	36222		(3,950.00)
					3,950.00
Bill Payment #36223 - Iris Group Holdings LLC dba Everon, LLC (CAVA @ Los Angeles)	Bill	12/05/2024	LLC 157037824		0.00
	Bill Payment	12/06/2024	36223		(419.61)
					419.61
Bill Payment #36225 - Interpreters Unlimited(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 405780		0.00
	Bill Payment	12/06/2024	36225		(349.20)
					349.20
Bill Payment #36226 - N2Y, LLC(CAVA @ Los Angeles)	Bill	12/05/2024	LLC INV-1090028		0.00
	Bill	12/05/2024	LLC INV-1090053		(2,141.22)
	Bill	12/05/2024	LLC INV-1090054		(969.74)
	Bill Payment	12/06/2024	36226		(984.36)
					4,095.32
Bill Payment #36228 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 8000-9090-1005-2145		0.00
	Bill Payment	12/06/2024	111724		(17,469.12)
			36228		17,469.12
Bill Payment #36229 - Pitney Bowes(CAVA@LA)	Bill	12/05/2024	LLC 3106941166		0.00
	Bill Payment	12/06/2024	36229		(601.53)
					601.53
Bill Payment #36232 - Rock And Roll Academy Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 112124		0.00
	Bill Payment	12/06/2024	36232		(24,000.00)
					24,000.00
Bill Payment #36233 - Solution Tree(CAVA @ Los Angeles)	Bill	12/05/2024	LLC S313225		0.00
	Bill Payment	12/06/2024	36233		(5,600.00)
					5,600.00
Bill Payment #36239 - Your Way Tree Service Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC 3194		0.00
	Bill Payment	12/06/2024	36239		(3,213.00)
					3,213.00
Bill Payment #36240 - Zoom Video Communications, Inc.(CAVA @ Los Angeles)	Bill	12/05/2024	LLC INV281501579		0.00
	Bill Payment	12/06/2024	36240		(51.00)
					51.00
Bill Payment #36244 - CALIFORNIA ASSOCIATION OF SKILLS USA INC DBA SkillsUSA California (CAVA@Los Angel)	Bill	12/13/2024	LLC S123922		0.00
	Bill Payment	12/16/2024	36244		(260.00)
					260.00
					0.00

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
December 01, 2024 - December 31, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
					(2,050.00)
Bill Payment #36254 - Rosetta Stone Ltd.(CAVA@LA)	Bill	12/13/2024	LLC RS525313		2,050.00
	Bill Payment	12/16/2024	36254		0.00
					(1,000.00)
Bill Payment #36255 - San Diego County Office of Education(CAVA@LA)	Bill	12/13/2024	LLC 099-047945		1,000.00
	Bill Payment	12/16/2024	36255		0.00
					(125.65)
Bill Payment #36264 - Beyond Blindness, Inc.(CAVA @ Los Angeles)	Bill	12/13/2024	INV-00169		125.65
	Bill Payment	12/16/2024	36264		0.00
					0.00
Total					5,321,251.79

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Rock And Roll Academy Inc.	7,720.00
Pitney Bowes Bank Inc Purchase Power	4,702.88
Smile From The Inside, Inc.	4,038.16
Robert Half Inc.	2,862.17
AppleOne Employment Services	2,718.92
Barrington Staffing Services	2,536.10
FusionPlus Inc	2,019.08
DataBasics, Inc.	1,656.18
Document Tracking Services	1,500.00
Solution Tree	1,493.79
AXIS Teletherapy	1,310.18
N2Y, LLC	1,268.39
Dutch Ryan Plumbing	1,171.07
The Back Room Inc	926.09
Supreme Facility Services, Inc.	885.70
Your Way Tree Service Inc.	864.97
UPS	849.17
Green Hasson & Janks LLP	831.86
De Lage Landen Financial Services Inc.	696.81
AT&T Mobility	681.85
Southern California Edison	655.83
Certified Languages International	603.26
Amazon	597.69
Smartsheet	548.50
Comm-Core	526.37
Quill Corporation	291.20
San Diego County Office of Education	269.21
VistaPrint	257.11
Verizon Wireless	254.71
Pitney Bowes Global Financial Services	161.94
Carmen Gomez Ruiz	161.53
Waste Management	113.17
Everon, LLC	112.96
Bill.com	103.61
Successories	102.34
SkillsUSA California	98.18
Your Way Tree Service	96.11
Panera Bread	95.14
Sparkletts	75.46
Paper Recycling & Shredding	29.07
Doctors Wellness Company LLC dba WellnessMart MD	16.69
Zoom Video Communications, Inc.	16.69

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Target	13.46
Crisis Prevention Institute	(452.66)
Grand Total	45,480.95

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3030	November	600.00	161.53
Carmen Gomez Ruiz Total	Operations and Housekeeping Services Total					600.00	161.53
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 587895	November (11/14)	600.00	161.53
Paper Recycling & Shredding Total	Office Expense Total					108.00	29.07
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E464	November (11/16)	108.00	29.07
				LLC 000073Y68E474	November (11/23)	687.19	185.00
				LLC 000073Y68E484	November (11/30)		
				LLC 0000V9159W464	December (12/07)	766.47	206.34
				LLC 0000V9159W474	November (11/16)	331.87	89.34
				LLC 0000V9159W484	November (11/23)	538.03	144.84
				LLC 0000V9159W494	November (11/30)	216.51	58.97
				LLC 0000V9159W484	November (11/23)	259.12	70.75
				LLC 0000V9159W494	November (11/30)	126.87	34.56
					December (12/07)	218.56	59.53
UPS Total	Shipping Total					3,144.62	849.17
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7037103-0283-6	December	3,144.62	849.17
	Operations and Housekeeping Services Total			LLC 7037119-0283-2	December	167.38	45.06
Waste Management Total						253.00	68.11
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44215	November (11/10)	420.38	113.17
				LLC 44234	November (11/17)	1,723.76	464.05
				LLC 44281	November (11/24)	1,383.55	372.47
				LLC 44301	December (12/01)	1,734.78	467.02
				LLC 44215	November (11/10)	627.04	168.81
				LLC 44234	November (11/17)	1,252.51	341.17
				LLC 44281	November (11/24)	1,011.18	275.43
				LLC 44301	December (12/01)	1,263.41	344.14
Barrington Staffing Services Total	Outside Service Total					378.19	103.01
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1017	December	9,374.42	2,536.10
FusionPlus Inc Total	Outside Service-General Total					9,374.42	2,536.10
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC FT9306538	November	7,500.00	2,019.08
			320 Supp - ELD Services	LLC T-930650079	November	375.00	200.00
Document Tracking Services Total	Outside Service-General Total					10,858.85	1,300.00
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6100267902	November	11,233.85	1,500.00
Verizon Wireless Total	Telephone - Administration Total					11,233.85	1,500.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586113024	November	946.14	254.71
Certified Languages International Total	Outside Service-General Total					946.14	254.71
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1095273	December	1,843.50	603.26
Comm-Core Total	Communications Total					1,843.50	603.26
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4199	December	1,955.23	526.37
Supreme Facility Services, Inc. Total	Operations and Housekeeping Services Total					1,955.23	526.37
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-8091342-3215427	December	3,290.00	885.70
				111-1873909-2980231	November	3,290.00	885.70
				111-9218980-3079454	November	158.09	(42.56)
				111-0281402-6303442	November	65.39	17.60
				111-9927450-6478425	December	10.45	2.81
				111-0911356-4419455	November	51.45	13.85
				111-0968943-4197847	November	(51.45)	(13.85)
				111-9644540-2953050	November	42.84	11.53
				111-7409433-5659423	November	91.05	24.51
				111-3234543-3685810	November	28.99	7.80
				111-6956924-7457061	November	105.17	28.31
				111-9223665-5998613	November	16.08	4.83
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Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
AT&T Mobility	Communications Total					2,532.77	681.85
AT&T Mobility Total						2,532.77	681.85
						3,440.00	926.09
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3407	November	3,440.00	926.09
The Back Room Inc Total	Outside Service-General Total					3,440.00	926.09
						3,483.84	937.89
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6994210 LLC 01-6997774 LLC 01-7002584	November (11/16) November (11/23) November (11/30)	4,887.05 1,728.72 10,099.61	1,315.65 465.39 2,718.92
	Outside Service Total					10,099.61	2,718.92
AppleOne Employment Services Total						62.00	16.69
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-6950	November (11/30)	62.00	16.69
Doctors Wellness Company LLC dba WellnessMart MD Total	Outside Service-General Total					62.00	16.69
						1,410.00	103.61
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24129512907	December	1,410.00	103.61
Bill.com Total	Dues and Memberships Total					1,410.00	103.61
						2,436.13	655.83
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 121124	November	2,436.13	655.83
Southern California Edison Total	Utilities Total					2,436.13	655.83
						2,588.36	696.81
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83307606	December	2,588.36	696.81
De Lage Landen Financial Services Inc. Total	Equipment Rental Expense Total					2,588.36	696.81
						6,152.00	1,656.18
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814119	December	6,152.00	1,656.18
DataBasics, Inc. Total	Outside Service-General Total					6,152.00	1,656.18
						280.29	75.46
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 112424	December	280.29	75.46
Sparkletts Total	Office Expense Total					280.29	75.46
						15,000.00	4,038.16
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2209	December	15,000.00	4,038.16
Smile From The Inside, Inc. Total	Outside Service-General Total					15,000.00	4,038.16
						1,446.19	389.33
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64309088 LLC 64324920 LLC 64345939 LLC 64352131 LLC 64369154 LLC 64370980 LLC 64397320 LLC 64399069	November (11/08) November (11/15) November (11/22) November (11/22) November (11/29) November (11/29) December (12/06) December (12/06)	1,440.00 1,524.10 1,800.00 540.00 483.40 1,598.00 1,800.00 10,631.69	387.66 410.30 484.58 145.37 130.14 430.20 484.58 2,862.17
	Outside Service Total					10,631.69	2,862.17
Robert Half Inc. Total						3,090.00	831.86
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 99382	November (11/23)	3,090.00	831.86
Green Hasson & Janks LLP Total	Accounting Fees Total					3,090.00	831.86
						353.40	95.14
Panera Bread	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	6051715820106610	November	353.40	95.14
Panera Bread Total	Office Expense Total					353.40	95.14
						325.00	88.53
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3035 LLC 3200	August (8/31) November (11/30)	4,485.00 4,810.00	1,221.65 1,310.18
	Subagreements for Services Total					4,810.00	1,310.18
AXIS Teletherapy Total						3,950.00	1,063.38
Dutch Ryan Plumbing	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 172 LLC 177	November (11/08) December (12/09)	400.00 4,350.00	107.68 1,171.07
	Operations and Housekeeping Services Total					4,350.00	1,171.07
Dutch Ryan Plumbing Total						419.61	112.96
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 157037824	December	419.61	112.96
Everon, LLC Total	Operations and Housekeeping Services Total					419.61	112.96
						2,141.22	663.17
NZY, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV-1090028	November (11/25)	2,141.22	663.17
	Non K12 Curriculum Total					969.74	300.35
						984.36	304.87
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC INV-1090053 LLC INV-1090054	November (11/26) November (11/26)	1,954.10 4,095.32	605.22 1,268.39
	Materials and Supplies Total					4,095.32	1,268.39
NZY, LLC Total						17,469.12	4,702.88
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 111724	November	17,469.12	4,702.88
Pitney Bowes Bank Inc Purchase Power Total	Postage Total					17,469.12	4,702.88
						601.53	161.94
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106941166	November (11/28)	601.53	161.94
Pitney Bowes Global Financial Services Total	Office Expense Total					601.53	161.94
						24,000.00	7,720.00
Rock And Roll Academy Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	860 AMIMBG	LLC 112124	November (11/21)	24,000.00	7,720.00
Rock And Roll Academy Inc. Total	Non K12 Curriculum Total					24,000.00	7,720.00
						5,600.00	1,493.79
						5,600.00	1,493.79
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	630 Title III	LLC 5313225	November (11/22)	5,600.00	1,493.79
Solution Tree Total	Teacher Training Total					5,600.00	1,493.79
						3,213.00	864.97
Your Way Tree Service Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3194	November (11/21)	3,213.00	864.97

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
Your Way Tree Service Inc.	Operations and Housekeeping Services Total					3,213.00	864.97
Your Way Tree Service Inc. Total						3,213.00	864.97
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV281501579	November (11/18)	51.00	16.69
Zoom Video Communications, Inc. Total	Non K12 Curriculum Total					51.00	16.69
San Diego County Office of Education	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC 099-047945	November (11/15)	1,000.00	269.21
San Diego County Office of Education Total	Teacher Training Total					1,000.00	269.21
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP-CRE	LLC 5123922	November (11/15)	260.00	98.18
SkillsUSA California Total	Travel and Conferences Total					260.00	98.18
Crisis Prevention Institute	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC NAIN-108421	September (9/04)	(1,661.84)	(452.66)
Crisis Prevention Institute Total	Non K12 Curriculum Total					(1,661.84)	(452.66)
Your Way Tree Service	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	Deposit for Inv 3194	November	357.00	96.11
Your Way Tree Service Total	Operations and Housekeeping Services Total					357.00	96.11
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_RQ11TDDB	November	955.06	257.11
VistaPrint Total	Office Expense Total					955.06	257.11
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	SO 634746 / 5446306	November	107.14	28.84
Successories Total	Office Expense Total			SO 636377 / 5447176	December	32.16	8.66
Smartsheet	Prepaid Other	13514 Prepaid Other	101 General	7610932	December	380.13	102.34
Smartsheet Total	Prepaid Other Total					1,824.00	548.50
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2-4345-1027-0076-2514-5	December	25.00	6.73
Target Total	Office Expense Total			2-4348-2462-0078-1798-3	December	25.00	6.73
Grand Total						169,568.15	45,480.95

**California Virtual Academy at Los Angeles
Board Disbursements A/P Payment History
January 01, 2025 - January 31, 2025**

Vendor	Description	Total
Insperty	PEO - Payroll Services and HR Admin Services provider	3,971,958.81
Los Angeles County Office	STRS P&I	2,184,218.11
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,730,263.24
West Covina Unified School District	Director & Assistant Superintendent Ed Services	1,189,069.00
Dynamic Hope Schools	Special Education Contracted Services	89,869.31
School Pathways LLC	Annual Subscription	74,883.31
ParentSquare Inc.	Engage Premium Subscription	63,328.32
Rids Brother Company Inc	Transportation Services	61,550.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	60,292.39
Pitney Bowes Purchase Power	Postage	56,533.90
The Stepping Stones Group LLC	Special Education Contracted Services	53,855.58
Effectual Educational Consulting Service	Special Education Services	37,058.65
Spectrum Center - Rossier Park High School	Special Education Contracted Services	35,684.21
NCS Pearson, Inc.	Special Education Contracted Services	32,364.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	32,215.17
California Teachers Association	Union Dues	29,766.90
El Paseo Children's Center, Inc.	Special Education Contracted Services	28,686.73
State Board of Equalization	Sales Tax	25,204.00
E-Therapy Intermediate, INC	Special Education Contracted Services	24,427.14
Beach Cities Learning Center	Special Education SAI Services	24,255.29
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	23,740.27
Smile From The Inside, Inc.	HCM Consulting	20,500.00
Elliott Institute	SAI and related services for NPS placement	20,446.60
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	19,401.18
Virtual Technologies Group	Computer equip. & installation	19,232.21
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	18,801.54
Tabitha Obligation dba Behavior Education Consulting Center	SPED Services	18,138.50
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	17,954.26
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	17,576.03
Grace Speech Therapy Corp.	SLP IEP Attendance	17,251.00
AppleOne Employment Services	Temp staffing	17,099.32
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	15,740.00
Passageway Inc.	SAI Services	14,311.20
Law Offices of Young, Minney & Corr, LLP	Legal Services	14,157.50
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	12,751.46
Robert Half Inc.	Temp staffing	11,549.87
Speech Guy, LLC	Special Education Contracted Services	11,535.77
Barrington Staffing Services	Temp staffing	10,692.03
Document Tracking Services	Translation Services	10,467.89
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	10,133.25
Kadiant, LLC	Special Education Contracted Services	9,848.84
Wayfinder Family Services	NPS placement and services	8,956.24
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	8,815.13
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	8,432.42
Apple Inc.	Special Education Contracted Services	8,224.99
Haynes Family of Programs	Special Education Contracted Services	7,711.74
FusionPlus Inc	MARVIN Sped system	7,500.00
Specialized Therapy Services Inc	Special Education Contracted Services	6,892.50
Del Sol School, Inc	SAI Services	6,823.50
EMHSports USA, Inc	Special Education Contracted Services	6,565.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	5,776.71
DataBasics, Inc.	Expense Report Service	5,665.15
Institute for the Redesign of Learning DBA The Almansor Center	Special Education Contracted Services	5,094.21
Quill Corporation	Office Supplies	4,994.63
Bridge The Gap Sped, LLC	Special Education Contracted Services	4,680.00
Augmentative Communications Solutions	Special Education Contracted Services	4,600.00
UPS	Shipping Expenses	4,497.66
AT&T Mobility	Telephone Services	4,287.84
Vista Del Mar/Vista School	Special Education Contracted Services	3,991.96
The Back Room Inc	Special Education Contracted Services	3,440.00
Summit View School	Special Education Contracted Services	3,380.27
Supreme Facility Services, Inc.	Janitorial services	3,290.00
Partners in Special Education	Special Education Contracted Services	2,997.50
Epiphany Academic Services, LLC dba Epiphany Academy NPS	Special Education Contracted Services	2,865.00
De Lage Landen Financial Services Inc.	Ricoh Lease Equipment	2,588.36
Southern California Edison	Electricity	2,285.03

Behavioral & Educational Consulting Inc.	Behavior Intervention	2,250.27
Texthelp	Computer equip. & installation	2,014.18
Comm-Core LLC	Telephone Services	1,966.30
Little Ears Therapy Centers	Special Education Contracted Services	1,920.00
Kajeet Inc.	Data Hotspot	1,876.93
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	1,809.75
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,695.00
SpeechRighter, Inc.	Special Education Contracted Services	1,631.25
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	1,383.75
Foundations Therapy Service	Special Education Contracted Services	1,372.00
Amazon Capital Services	Staff Office Supplies	1,358.71
Jabbergym LLC	Special Education Contracted Services	1,260.41
UBEO Business Services	Copier Lease	1,250.33
City of Simi Valley	Utilities Water Services	1,110.19
Jackie Lou Abney	Special Education Contracted Services	1,050.00
RH Vision Services	Special Education Contracted Services	1,017.50
Sally Gonzalez	Special Education Professional Services	1,000.00
California State Teachers' Retirement System	Retirement Contributions	927.03
TinyEYE Technologies Corporation	Individual Counseling for SPED Students	868.00
Ontario Refrigeration	Office A/C Maintenance	863.00
Verizon Wireless	Telephone Services	830.50
eLuma LLC	Special Individual Counseling Services	673.25
Oxford Consulting Services	Special Education Contracted Services	650.00
Carmen Gomez Ruiz	Gardening Services	600.00
Tiffany L Richardson	Recreation Services	525.29
Iris Group Holdings LLC dba Everon, LLC	Security Monitoring Services	429.18
Sparkletts	Office Drinking Water	426.69
Waste Management	Dumpster Services	363.95
Paper Recycling & Shredding	Documents Shredding	324.00
Orkin	Pest Control Services	310.00
Bay Area SpeechWorks	Special Education Contracted Services	286.00
Crisis Prevention Institute	Annual Membership fee	200.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	192.00
Stepping Stones Therapy	Special Education Contracted Services	171.25
Integration Inc.	Security System	150.68
Clear Speech and Language	Language and Speech Therapy	130.00
Jessica Lteif	Occupational Therapy	120.00
Beyond Blindness, Inc.	Special Education Contracted Services	67.85
Zoom Video Communications, Inc.	Annual Subscription	56.00
Sheila Oliphant	Textbook Reimbursement	44.95
Castle Branch, Inc	Employment screening	41.50
SkillsUSA	Leadership Conference	40.00
CALIFORNIA ASSOCIATION OF SKILLS USA INC DBA SkillsUSA California	Regional Leadership and SkillsUSA Conference	40.00
Grand Total		10,306,466.31

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
January 01, 2025 - January 31, 2025

Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	(86.09)
Bill Payment #36407 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	01/23/2025	11JD-DVN9-WHHV		86.09
	Bill Payment	01/26/2025	36407		(76.64)
Bill Payment #36337 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	01/17/2025	1137-LG4M-DTCN		(83.71)
	Bill	01/17/2025	11VY-R4TN-PTN1		(57.07)
	Bill	01/17/2025	13C9-KHX4-3CP6		(58.40)
	Bill	01/17/2025	1DGF-R6TK-GJVK		(123.67)
	Bill	01/17/2025	1GHH-LHKC-43XJ		(37.43)
	Bill	01/17/2025	1KY1-Y1T7-FHPF		(153.29)
	Bill	01/17/2025	1NXR-W1WX-CYCD		(87.89)
	Bill	01/17/2025	1QKC-4C9L-RDQF		(151.54)
	Bill	01/17/2025	1RAJ-QFGR-NCF6		(87.59)
	Bill	01/17/2025	1TQF-MLJN-J9MT		(131.39)
	Bill	01/17/2025	1YTQ-YWMW-1N34		1,048.62
	Bill Payment	01/21/2025	36337		(224.00)
Bill Payment #36298 - Amazon Capital Services(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 1YQV-7QWY-GPTX		224.00
	Bill Payment	01/21/2025	36298		0.00
					(1,391.48)
Bill Payment #36398 - Barrington Staffing Services(CAVA@LA)	Bill	01/23/2025	LLC 44413		(1,697.20)
	Bill	01/23/2025	LLC 44432		3,088.68
	Bill Payment	01/26/2025	36398		(2,998.02)
Bill Payment #36301 - Barrington Staffing Services(CAVA@LA)	Bill	01/17/2025	LLC 44322		(2,998.71)
	Bill	01/17/2025	LLC 44342		(1,606.62)
	Bill	01/17/2025	LLC 44365		7,603.35
	Bill Payment	01/21/2025	36301		0.00
					(600.00)
Bill Payment #36302 - Carmen Gomez Ruiz(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 3011		600.00
	Bill Payment	01/21/2025	36302		0.00
					(175.00)
Bill Payment #36309 - Document Tracking Services(CAVA@LA)	Bill	01/17/2025	LLC FT9306539		(10,292.89)
	Bill	01/17/2025	LLC T-930650080		10,467.89
	Bill Payment	01/21/2025	36309		0.00
					(30.00)
Bill Payment #36415 - Effectual Educational Consulting Service(CAVA@LA)	Bill	01/23/2025	INV-09515		(1,695.00)
	Bill	01/23/2025	INV-09526		(2,340.00)
	Bill	01/23/2025	INV-09538		(2,595.00)
	Bill	01/23/2025	INV-09542		(130.00)
	Bill	01/23/2025	INV-09543		(130.00)
	Bill	01/23/2025	INV-09544		(462.50)
	Bill	01/23/2025	INV-09551		(3,740.00)
	Bill	01/23/2025	INV-09558		(100.00)
	Bill	01/23/2025	INV-09574		(1,710.25)
	Bill	01/23/2025	INV-09576		(795.00)
	Bill	01/23/2025	INV-09581		(130.00)
	Bill	01/23/2025	INV-09582		(157.50)
	Bill	01/23/2025	INV-09586		(420.00)
	Bill	01/23/2025	INV-09587		(510.00)
	Bill	01/23/2025	INV-09593		(180.00)
	Bill	01/23/2025	INV-09603		(120.00)
	Bill	01/23/2025	INV-09604		(630.00)
	Bill	01/23/2025	INV-09606		(350.00)
	Bill	01/23/2025	INV-09612		(65.00)
	Bill	01/23/2025	INV-09615		(5,362.50)
	Bill	01/23/2025	INV-09620		(390.00)
	Bill	01/23/2025	INV-09621		(192.50)
	Bill	01/23/2025	INV-09625		(280.00)
	Bill	01/23/2025	INV-09629		(1,230.00)
	Bill	01/23/2025	INV-09633		(1,330.00)
	Bill	01/23/2025	INV-09645		(60.00)
	Bill	01/23/2025	INV-09655		(600.00)
	Bill	01/23/2025	INV-09661		(385.00)
	Bill	01/23/2025	INV-09664		(70.00)
	Bill	01/23/2025	INV-09665		26,190.25
	Bill Payment	01/26/2025	36415		(480.00)
Bill Payment #36358 - Effectual Educational Consulting Service(CAVA@LA)	Bill	01/17/2025	INV-09433		(65.00)
	Bill	01/17/2025	INV-09434		(550.00)
	Bill	01/17/2025	INV-09437		(360.00)
	Bill	01/17/2025	INV-09439		(455.00)
	Bill	01/17/2025	INV-09451		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36358 - Effectual Educational	Bill	01/17/2025	INV-09458		(120.00)
	Bill	01/17/2025	INV-09461		(390.00)
	Bill	01/17/2025	INV-09462		(390.00)
	Bill	01/17/2025	INV-09466		(510.00)
	Bill	01/17/2025	INV-09470		(870.00)
	Bill	01/17/2025	INV-09475		(1,380.00)
	Bill	01/17/2025	INV-09484		(120.00)
	Bill	01/17/2025	INV-09487		(802.50)
	Bill	01/17/2025	INV-09491		(900.00)
	Bill	01/17/2025	INV-09502		(550.00)
	Bill	01/17/2025	INV-09510		(2,385.90)
	Bill	01/17/2025	INV-09514		(540.00)
	Bill Payment	01/21/2025	36358		10,868.40
					0.00
Bill Payment #36310 - FusionPlus Inc(CAVA@LA)	Bill	01/17/2025	LLC INV-1018		(7,500.00)
	Bill Payment	01/21/2025	36310		7,500.00
					0.00
Bill Payment #36368 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	01/17/2025	14163		(2,592.50)
	Bill Payment	01/21/2025	36368		2,592.50
Bill Payment #36314 - Law Offices of Young, Minney & Corr, LLP(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 14159		(11,565.00)
	Bill Payment	01/21/2025	36314		11,565.00
					0.00
Bill Payment #36425 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	01/23/2025	INV-08215		(432.26)
	Bill	01/23/2025	INV-08216		
	Bill	01/23/2025	INV-08217		(715.68)
	Bill	01/23/2025	INV-08218		(202.08)
	Bill	01/23/2025	INV-08219		(99.75)
	Bill	01/23/2025	INV-08220		(703.80)
	Bill	01/23/2025	INV-08221		(226.00)
	Bill	01/23/2025	INV-08222		(783.00)
	Bill	01/23/2025	INV-08223		(33.25)
	Bill Payment	01/26/2025	36425		(306.25)
					3,502.07
					(1,551.49)
	Bill	01/17/2025	INV-07990		
	Bill	01/17/2025	INV-07991		(56.50)
Bill Payment #36371 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-08023		(574.38)
	Bill	01/17/2025	INV-08022		(1,118.75)
	Bill	01/17/2025	INV-08025		(875.59)
	Bill	01/17/2025	INV-08024		(908.50)
	Bill	01/17/2025	INV-08026		(535.25)
	Bill	01/17/2025	INV-08027		(820.00)
	Bill	01/17/2025	INV-08028		(319.11)
	Bill	01/17/2025	INV-08030		(809.08)
	Bill	01/17/2025	INV-08031		(477.81)
	Bill	01/17/2025	INV-08032		(636.32)
	Bill	01/17/2025	INV-08070		(133.00)
	Bill	01/17/2025	INV-08089		(381.92)
	Bill	01/17/2025	INV-08090		(334.30)
	Bill	01/17/2025	INV-08091		(1,084.19)
	Bill	01/17/2025	INV-08083		(482.13)
	Bill	01/17/2025	INV-08085		(474.63)
	Bill	01/17/2025	INV-08086		(812.50)
	Bill	01/17/2025	INV-08087		(1,056.50)
	Bill	01/17/2025	INV-08088		(155.00)
	Bill	01/17/2025	INV-08075		(49.21)
	Bill	01/17/2025	INV-08084		(642.84)
	Bill	01/17/2025	INV-08129		(630.00)
	Bill	01/17/2025	INV-08147		(919.75)
	Bill	01/17/2025	INV-08133		(133.00)
	Bill	01/17/2025	INV-08121		(446.75)
	Bill	01/17/2025	INV-08149		(113.00)
	Bill	01/17/2025	INV-08148		(307.41)
	Bill	01/17/2025	INV-08145		(620.50)
	Bill	01/17/2025	INV-08151		(84.75)
	Bill	01/17/2025	INV-08146		(553.50)
	Bill	01/17/2025	INV-08141		(524.50)
	Bill	01/17/2025	INV-08140		(202.08)
	Bill	01/17/2025	INV-08142		(737.05)
	Bill	01/17/2025	INV-08143		(28.25)
	Bill	01/17/2025	INV-08144		(412.33)
	Bill	01/17/2025	INV-08150		(236.33)
	Bill Payment	01/21/2025	36371		20,238.20

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	0.00
Amount Unapplied - Bill Payment #36425 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
Amount Unapplied - Bill Payment #36371 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Los Angeles)					0.00
					0.00
					(108.00)
Bill Payment #36400 - Paper Recycling & Shredding(CAVA@LA)	Bill	01/23/2025	LLC 591837		
	Bill Payment	01/26/2025	36400		108.00
					(108.00)
Bill Payment #36318 - Paper Recycling & Shredding(CAVA@LA)	Bill	01/17/2025	LLC 589420		(108.00)
	Bill	01/17/2025	LLC 590477		216.00
	Bill Payment	01/21/2025	36318		0.00
					(1,062.50)
Bill Payment #36427 - Partners in Special Education(CAVA@LA)	Bill	01/23/2025	INV-01162		1,062.50
	Bill Payment	01/26/2025	36427		(1,735.00)
Bill Payment #36373 - Partners in Special Education(CAVA@LA)	Bill	01/17/2025	INV-01149		(200.00)
	Bill	01/17/2025	INV-01157		1,935.00
	Bill Payment	01/21/2025	36373		0.00
					(4,055.50)
Bill Payment #36436 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	01/23/2025	INV-01256		(175.00)
	Bill	01/23/2025	AAC-2501		4,230.50
	Bill Payment	01/26/2025	36436		(2,270.59)
Bill Payment #36383 - Speech Guy, LLC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-01244		(4,684.68)
	Bill	01/17/2025	INV-01232		(350.00)
	Bill	01/17/2025	AAC-2411		7,305.27
	Bill Payment	01/21/2025	36383		0.00
					(3,765.99)
Bill Payment #36375 - PrentGraf Ltd dba TalkPath Live(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00953		(4,666.43)
	Bill	01/17/2025	INV-00961		8,432.42
	Bill Payment	01/21/2025	36375		0.00
					(865.51)
Bill Payment #36405 - UPS(CAVA@LA)	Bill	01/23/2025	LLC 000073Y68E035		(439.29)
	Bill	01/23/2025	LLC 0000V9159W035		1,304.80
	Bill Payment	01/26/2025	36405		(49.56)
Bill Payment #36331 - UPS(CAVA@LA)	Bill	01/17/2025	LLC 000073Y68E015		(338.87)
	Bill	01/17/2025	LLC 000073Y68E025		(727.19)
	Bill	01/17/2025	LLC 000073Y68E504		(1,224.96)
	Bill	01/17/2025	LLC 000073Y68E514		(127.55)
	Bill	01/17/2025	LLC 000073Y68E524		(24.26)
	Bill	01/17/2025	LLC 0000V9159W015		(136.35)
	Bill	01/17/2025	LLC 0000V9159W025		(303.23)
	Bill	01/17/2025	LLC 0000V9159W504		(223.12)
	Bill	01/17/2025	LLC 0000V9159W514		(37.77)
	Bill	01/17/2025	LLC 0000V9159W524		3,192.86
	Bill Payment	01/21/2025	36331		0.00
Amount Unapplied - Bill Payment #36331 - UPS(CAVA@LA)					0.00
					(860.70)
Bill Payment #36440 - Virtual Technologies Group(CAVA@LA)	Bill	01/23/2025	213605		(115.05)
	Bill	01/23/2025	213631		(2,715.64)
	Bill	01/23/2025	213632		(860.70)
	Bill	01/23/2025	213648		(1,721.41)
	Bill	01/23/2025	213649		(3,442.82)
	Bill	01/23/2025	213652		9,716.32
	Bill Payment	01/26/2025	36440		(230.63)
Bill Payment #36392 - Virtual Technologies Group(CAVA@LA)	Bill	01/17/2025	213052		(851.95)
	Bill	01/17/2025	213057		(851.95)
	Bill	01/17/2025	213068		(115.32)
	Bill	01/17/2025	213112		(115.32)
	Bill	01/17/2025	213170		(851.95)
	Bill	01/17/2025	213447		(3,456.47)
	Bill	01/17/2025	213523		(860.70)
	Bill	01/17/2025	213528		(115.05)
	Bill	01/17/2025	213537		(115.05)
	Bill	01/17/2025	213584		(115.05)
	Bill	01/17/2025	213587		(860.70)
	Bill	01/17/2025	213590		(860.70)
	Bill	01/17/2025	213594		

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36392 - Virtual Technologies	Bill	01/17/2025	213596		(115.05)
	Bill Payment	01/21/2025	36392		9,515.89
Amount Unapplied - Bill Payment #36392 - Virtual Technologies Group(CAVA@LA)					0.00
					0.00
Bill Payment #36333 - Waste Management(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 7041474-0283-5		(167.38)
	Bill	01/17/2025	LLC 7041490-0283-1		(196.57)
	Bill Payment	01/21/2025	36333		363.95
					0.00
Bill Payment #36332 - Verizon Wireless(CAVA@LA)	Bill	01/17/2025	LLC 6102713540		(830.50)
	Bill Payment	01/21/2025	36332		830.50
					0.00
Bill Payment #36408 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	01/23/2025	INV-07428		(2,019.59)
	Bill	01/23/2025	INV-07448		(618.75)
	Bill	01/23/2025	INV-07429		(5,861.84)
	Bill	01/23/2025	INV-07430		(3,849.50)
	Bill	01/23/2025	INV-07431		(7,865.25)
	Bill Payment	01/26/2025	36408		20,214.93
Bill Payment #36338 - Anchor Counseling & Education Solutions(CAVA@LA)	Bill	01/17/2025	INV-07374		(4,654.23)
	Bill	01/17/2025	INV-07376		(7,582.75)
	Bill	01/17/2025	INV-07422		(525.00)
	Bill	01/17/2025	INV-07404		(2,102.67)
	Bill	01/17/2025	INV-07405		(5,072.97)
	Bill	01/17/2025	INV-07406		(8,393.00)
	Bill	01/17/2025	INV-07396		(1,087.50)
	Bill	01/17/2025	INV-07373		(2,749.17)
	Bill	01/17/2025	INV-07375		(7,910.17)
	Bill Payment	01/21/2025	36338		40,077.46
					0.00
Bill Payment #36305 - Comm-Core LLC(CAVA@LA)	Bill	01/17/2025	LLC 1096402		(1,966.30)
	Bill Payment	01/21/2025	36305		1,966.30
					0.00
Bill Payment #ACH 01.24.2025 _Use Tax - State Board of Equalization(CAVA@LA)	Bill	12/17/2024	LA_DEC'24 Use Tax	LA _Use Tax_DEC 2024	(25,204.00)
	Bill Payment	01/24/2025	ACH 01.24.2025 _Use Tax	LA _Use Tax_DEC 2024 & Adj	25,204.00
Bill Credit #LA_DEC'24 Use Tax_Qtr Adj - State Board of Equalization(CAVA@LA)	Bill	12/17/2024	LA_DEC'24 Use Tax	LA _Use Tax_DEC 2024	(5,770.85)
	Bill Credit	01/24/2025	LA_DEC'24 Use Tax_Qtr Adj	LA_DEC'24 Use Tax_Qtr Adj	5,770.85
					0.00
Bill Payment #36326 - Supreme Facility Services, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 4239		(3,290.00)
	Bill Payment	01/21/2025	36326		3,290.00
					0.00
Bill Payment #36420 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	01/23/2025	INV-01489		(61.50)
	Bill	01/23/2025	INV-01490		(574.00)
	Bill	01/23/2025	INV-01501		(92.25)
	Bill	01/23/2025	INV-01502		(30.75)
	Bill	01/23/2025	INV-01503		(153.75)
	Bill	01/23/2025	INV-01507		(3,365.50)
	Bill Payment	01/26/2025	36420		4,277.75
Bill Payment #36362 - Grace Speech Therapy Corp.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-01396		(1,916.75)
	Bill	01/17/2025	INV-01406		(30.75)
	Bill	01/17/2025	INV-01408		(61.50)
	Bill	01/17/2025	INV-01417		(2,410.50)
	Bill	01/17/2025	INV-01427		(1,611.00)
	Bill	01/17/2025	INV-01439		(92.25)
	Bill	01/17/2025	INV-01441		(881.50)
	Bill	01/17/2025	INV-01451		(861.00)
	Bill	01/17/2025	INV-01461		(1,776.75)
	Bill	01/17/2025	INV-01475		(3,331.25)
	Bill Payment	01/21/2025	36362		12,973.25
					0.00
Bill Payment #36402 - Quill Corporation(CAVA@LA)	Bill	01/23/2025	LLC 42269739		(978.96)
	Bill Payment	01/26/2025	36402		978.96
Bill Payment #36321 - Quill Corporation(CAVA@LA)	Bill	01/17/2025	LLC 41772195		(237.42)
	Bill	01/17/2025	LLC 41826752		(838.75)
	Bill	01/17/2025	LLC 41874979		(275.09)
	Bill	01/17/2025	LLC 41991123		(2,664.41)
	Bill Payment	01/21/2025	36321		4,015.67
					0.00
Bill Payment #36396 - AT&T Mobility(CAVA@LA)	Bill	01/23/2025	LLC 60439847908		(1,756.68)
	Bill Payment	01/26/2025	36396		1,756.68

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36296 - AT&T Mobility(CAVA@LA)	Bill	01/17/2025	LLC 2214107903		(1,756.68)
	Bill	01/17/2025	LLC 8055784667158 122824		(774.48)
	Bill Payment	01/21/2025	36296		2,531.16
					0.00
					(3,440.00)
Bill Payment #36328 - The Back Room Inc(CAVA @ Los Angeles)	Bill	01/17/2025	LLC INV-3469		0.00
	Bill Payment	01/21/2025	36328		3,440.00
					0.00
Bill Payment #ACH 01.09-10.2025, 01.23.2025, 01.30-31.2025 - Insperity(CAVA@LA)	Bill	01/30/2025	LA_JAN'25 PYRL #201	LA_JAN 2025 Payroll (Acct# End 201)	(1,078,720.42)
	Bill Payment	01/30/2025	ACH 01.09-10.2025, 01.23.2025, 01.30-31.2025	LA_JAN 2025 Payroll (Acct# End 201)	1,078,720.42
Bill Payment #ACH 01.09.2025, 01.17.2025, 01.21-24.2025 - Insperity(CAVA@LA)	Bill	01/30/2025	LA_JAN'25 PYRL #200	LA_JAN 2025 Pyrl (Acct# End 200)	(2,893,238.39)
	Bill Payment	01/30/2025	ACH 01.09.2025, 01.17.2025, 01.21-24.2025	LA_JAN 2025 Pyrl (Acct# End 200)	2,893,238.39
					0.00
					(2,152.08)
Bill Payment #36397 - AppleOne Employment Services(CAVA@LA)	Bill	01/23/2025	LLC 01-7026236		2,152.08
	Bill Payment	01/26/2025	36397		(5,707.14)
Bill Payment #36300 - AppleOne Employment Services(CAVA@LA)	Bill	01/17/2025	LLC 01-7006624		(5,461.54)
	Bill	01/17/2025	LLC 01-7010746		(3,778.56)
	Bill	01/17/2025	LLC 01-7014931		14,947.24
	Bill Payment	01/21/2025	36300		0.00
					(626.25)
Bill Payment #36336 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	01/17/2025	INV-01154		(409.46)
	Bill	01/17/2025	INV-01155		(422.50)
	Bill	01/17/2025	INV-01156		(45.50)
	Bill	01/17/2025	INV-01185		(1,218.75)
	Bill	01/17/2025	INV-01191		(1,930.00)
	Bill	01/17/2025	INV-01197		(951.25)
	Bill	01/17/2025	INV-01195		(92.00)
	Bill	01/17/2025	INV-01174		(45.50)
	Bill	01/17/2025	INV-01177		(961.75)
	Bill	01/17/2025	INV-01192		(1,035.00)
	Bill	01/17/2025	INV-01194		(957.50)
	Bill	01/17/2025	INV-01196		(941.57)
	Bill	01/17/2025	INV-01189		(47.00)
	Bill	01/17/2025	INV-01181		(1,162.50)
	Bill	01/17/2025	INV-01190		(1,139.50)
	Bill	01/17/2025	INV-01193		11,986.03
	Bill Payment	01/21/2025	36336		(5,590.00)
Bill Payment #36297 - AXIS Teletherapy(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 3262		0.00
	Bill Payment	01/21/2025	36297		5,590.00
Amount Unapplied - Bill Payment #36336 - AXIS Teletherapy(CAVA @ Los Angeles)					0.00
					(33.75)
Bill Payment #36437 - Stepping Stones Therapy(CAVA@LA)	Bill	01/23/2025	INV-00764		33.75
	Bill Payment	01/26/2025	36437		(68.75)
Bill Payment #36385 - Stepping Stones Therapy(CAVA@LA)	Bill	01/17/2025	INV-00748		(33.75)
	Bill	01/17/2025	INV-00753		(35.00)
	Bill	01/17/2025	INV-00757		137.50
	Bill Payment	01/21/2025	36385		0.00
					(482.08)
Bill Payment #36439 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00685		482.08
	Bill Payment	01/26/2025	36439		(194.25)
Bill Payment #36388 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00627		(675.25)
	Bill	01/17/2025	INV-00638		(97.50)
	Bill	01/17/2025	INV-00657		(334.00)
	Bill	01/17/2025	INV-00673		1,301.00
	Bill Payment	01/21/2025	36388		(12,772.50)
Bill Payment #36329 - The Stepping Stones Group LLC(CAVA @ Los Angeles)	Bill	01/17/2025	LLC M0215492		(39,300.00)
	Bill	01/17/2025	LLC M0222633		52,072.50
	Bill Payment	01/21/2025	36329		0.00
					(2,285.03)
Bill Payment #36324 - Southern California Edison(CAVA@LA)	Bill	01/17/2025	LLC 700203189681 011025		2,285.03
	Bill Payment	01/21/2025	36324		0.00

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Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36308 - De Lage Landen Financial Services Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 83414172		(2,588.36)
	Bill Payment	01/21/2025	36308		2,588.36
					0.00
Bill Payment #36307 - DataBasics, Inc.(CAVA@LA)	Bill	01/17/2025	LLC 0814237		(5,665.15)
	Bill Payment	01/21/2025	36307		5,665.15
					0.00
Bill Payment #36404 - Sparkletts(CAVA@LA)	Bill	01/23/2025	LLC 15182654 011925		(106.43)
	Bill Payment	01/26/2025	36404		106.43
Bill Payment #36325 - Sparkletts(CAVA@LA)	Bill	01/17/2025	LLC 15182654 122224		(320.26)
	Bill Payment	01/21/2025	36325		320.26
					0.00
Bill Payment #36335 - A1 Speech Therapy, Inc.(CAVA@LA)	Bill	01/17/2025	INV-00347		(192.00)
	Bill Payment	01/21/2025	36335		192.00
					0.00
Bill Payment #36409 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	01/23/2025	INV-01025		(1,206.50)
	Bill	01/23/2025	INV-01026		(666.75)
	Bill	01/23/2025	INV-01024		(1,589.75)
	Bill Payment	01/26/2025	36409		3,463.00
					(1,301.75)
Bill Payment #36340 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00997		(190.50)
	Bill	01/17/2025	INV-00998		(1,812.00)
	Bill	01/17/2025	INV-01009		(1,381.13)
	Bill	01/17/2025	INV-01010		(666.75)
	Bill	01/17/2025	INV-01011		5,352.13
	Bill Payment	01/21/2025	36340		0.00
Bill Payment #ACH 01.21.2025 - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 2210		(15,000.00)
	Bill Payment	01/21/2025	ACH 01.21.2025	CHIPS:S00645400I0002846R00000000O0000000	15,000.00
Bill Payment #01.24.2025 WF Wire - Smile From The Inside, Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	LLC 2211		(5,500.00)
	Bill Payment	01/24/2025	01.24.2025 WF Wire	CHIPS:S00336236I0001612R00000000O0000000	5,500.00
					0.00
Bill Payment #36431 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	01/23/2025	1447		(31,215.00)
	Bill Payment	01/26/2025	36431		31,215.00
Bill Payment #36378 - Rids Brother Company Inc(CAVA @ Los Angeles)	Bill	01/17/2025	1442		(30,335.00)
	Bill Payment	01/21/2025	36378		30,335.00
					0.00
Bill Payment #36403 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	LLC 64546868		(913.60)
	Bill	01/23/2025	LLC 64550320		(1,499.95)
	Bill Payment	01/26/2025	36403		2,413.55
Bill Payment #36322 - Robert Half Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 64430124		(1,800.00)
	Bill	01/17/2025	LLC 64441962		(1,510.31)
	Bill	01/17/2025	LLC 64452364		(1,443.00)
	Bill	01/17/2025	LLC 64470313		(1,620.00)
	Bill	01/17/2025	LLC 64527222		(1,461.76)
	Bill	01/17/2025	LLC 64527842		(1,301.25)
	Bill Payment	01/21/2025	36322		9,136.32
					0.00
Bill Payment #36357 - EMHSports USA, Inc(CAVA@LA)	Bill	01/17/2025	INV-03830		(540.00)
	Bill	01/17/2025	INV-03833		(265.00)
	Bill	01/17/2025	INV-03834		(900.00)
	Bill	01/17/2025	INV-03841		(360.00)
	Bill	01/17/2025	INV-03842		(540.00)
	Bill	01/17/2025	INV-03843		(540.00)
	Bill	01/17/2025	INV-03850		(720.00)
	Bill	01/17/2025	INV-03851		(540.00)
	Bill	01/17/2025	INV-03853		(540.00)
	Bill	01/17/2025	INV-03857		(1,080.00)
	Bill	01/17/2025	INV-03860		(540.00)
	Bill Payment	01/21/2025	36357		6,565.00
					0.00
Bill Payment #36369 - Little Ears Therapy Centers(CAVA@LA)	Bill	01/17/2025	INV-00181		(1,920.00)
	Bill Payment	01/21/2025	36369		1,920.00

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Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	
					0.00
Bill Payment #36424 - MK Innovations Inc dba The Silly Room(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00694		(5,280.00)
	Bill	01/23/2025	INV-00695		(10,330.00)
	Bill	01/23/2025	MK_177		(130.00)
	Bill Payment	01/26/2025	36424		15,740.00
					0.00
Bill Payment #36432 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00344		(250.00)
	Bill Payment	01/26/2025	36432		250.00
					(250.00)
Bill Payment #36379 - Sally Gonzalez(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00335		(250.00)
	Bill	01/17/2025	INV-00338		(250.00)
	Bill	01/17/2025	INV-00341		(250.00)
	Bill Payment	01/21/2025	36379		750.00
					0.00
Bill Payment #36410 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00558		(80.00)
	Bill Payment	01/26/2025	36410		80.00
					(160.00)
Bill Payment #36341 - Augmentative Communications Solutions(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00545		(80.00)
	Bill	01/17/2025	INV-00553		(4,080.00)
	Bill	01/17/2025	INV-00547		(200.00)
	Bill	01/17/2025	INV-00539		4,520.00
	Bill Payment	01/21/2025	36341		0.00
					(29,766.90)
Bill Payment #36348 - California Teachers Association(CAVA@LA)	Bill	01/17/2025	Union Dues - 122024		29,766.90
	Bill Payment	01/21/2025	36348		0.00
					(3,078.55)
Bill Payment #36412 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00750		(90.00)
	Bill	01/23/2025	INV-00751		3,168.55
	Bill Payment	01/26/2025	36412		(2,949.51)
Bill Payment #36350 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00721		(2,333.80)
	Bill	01/17/2025	INV-00739		(1,224.75)
	Bill	01/17/2025	INV-00741		(4,007.40)
	Bill	01/17/2025	TaBr - 50		(4,270.25)
	Bill	01/17/2025	TaBr - 51		14,785.71
	Bill Payment	01/21/2025	36350		0.00
					(17,201.18)
Bill Payment #36351 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00528		(2,200.00)
	Bill	01/17/2025	INV-0943		19,401.18
	Bill Payment	01/21/2025	36351		0.00
					(3,999.03)
Bill Payment #36413 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00444		(4,267.88)
	Bill	01/23/2025	INV-00445		(90.00)
	Bill	01/23/2025	INV-00460		8,356.91
	Bill Payment	01/26/2025	36413		(2,819.14)
Bill Payment #36353 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00442		(920.00)
	Bill	01/17/2025	INV-00367		(26.25)
	Bill	01/17/2025	INV-00413		(45.00)
	Bill	01/17/2025	INV-00407		(638.25)
	Bill	01/17/2025	INV-00404		(506.00)
	Bill	01/17/2025	INV-00425		(3,504.38)
	Bill	01/17/2025	INV-00423		(3,758.43)
	Bill	01/17/2025	INV-00365		(3,965.97)
	Bill	01/17/2025	INV-00366		(45.00)
	Bill	01/17/2025	INV-00384		(4,085.27)
	Bill	01/17/2025	INV-00390		(3,544.57)
	Bill	01/17/2025	INV-00391		23,858.26
	Bill Payment	01/21/2025	36353		(0.00)
Amount Unapplied - Bill Payment #36413 - Communicology, Inc., DBA, TeleSesh(CAVA @ Los Angeles)					(0.00)
					(4,516.28)
Bill Payment #36356 - E-Therapy Intermediate, INC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-08160		(5,236.90)
	Bill	01/17/2025	INV-08161		(3,675.07)
	Bill	01/17/2025	INV-08162		(3,628.76)
	Bill	01/17/2025	INV-08163		(2,345.01)
	Bill	01/17/2025	INV-08164		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36356 - E-Therapy Intermediate,	Bill	01/17/2025	INV-08185		(2,498.40)
	Bill	01/17/2025	INV-08198		(48.32)
	Bill	01/17/2025	INV-08203		(2,478.40)
	Bill Payment	01/21/2025	36356		24,427.14
					0.00
Bill Payment #36365 - Institute for the Redesign of Learning DBA The Almansor Center(CAVA @ Los Angele	Bill	01/17/2025	0000047165		(5,094.21)
	Bill Payment	01/21/2025	36365		5,094.21
					0.00
Bill Payment #36435 - Spectrum Center - Rossier Park High School(CAVA @ Los Angeles)	Bill	01/23/2025	INV-000024382		(10,230.65)
	Bill Payment	01/26/2025	36435		10,230.65
Bill Payment #36382 - Spectrum Center - Rossier Park High School(CAVA @ Los Angeles)	Bill	01/17/2025	INV-000017041		(14,467.32)
	Bill	01/17/2025	INV-000021167		(10,986.24)
	Bill Payment	01/21/2025	36382		25,453.56
					0.00
Bill Payment #36386 - Summit View School(CAVA@LA)	Bill	01/17/2025	CVA1124SVW		(3,380.27)
	Bill Payment	01/21/2025	36386		3,380.27
					0.00
Bill Payment #36389 - TheraStaffers(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00676		(5,590.34)
	Bill	01/17/2025	INV-00679		(3,368.69)
	Bill	01/17/2025	INV-00673		(4,448.50)
	Bill	01/17/2025	INV-00666		(5,394.01)
	Bill Payment	01/21/2025	36389		18,801.54
					0.00
Bill Payment #36349 - Chase Boyle dba Snow Counseling(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00510		(1,470.00)
	Bill	01/17/2025	INV-00529		(60.00)
	Bill	01/17/2025	INV-00523		(75.00)
	Bill	01/17/2025	INV-00535		(90.00)
	Bill Payment	01/21/2025	36349		1,695.00
					0.00
Bill Payment #36417 - Elliott Institute(CAVA @ Los Angeles)	Bill	01/23/2025	122024NPSCAVA		(10,273.30)
	Bill Payment	01/26/2025	36417		10,273.30
Bill Payment #36360 - Elliott Institute(CAVA @ Los Angeles)	Bill	01/17/2025	112024NPSCAVA		(10,173.30)
	Bill Payment	01/21/2025	36360		10,173.30
					0.00
Bill Payment #36395 - eLuma LLC (CAVA@LA)	Bill	01/17/2025	VST-01148		(673.25)
	Bill Payment	01/21/2025	36395		673.25
					0.00
Bill Payment #36419 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00889		(552.25)
	Bill Payment	01/26/2025	36419		552.25
Bill Payment #36361 - Foundations Therapy Service(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00882		(819.75)
	Bill Payment	01/21/2025	36361		819.75
					0.00
Bill Payment #36430 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	INV-09068		(775.00)
	Bill	01/23/2025	INV-09069		(2,670.00)
	Bill	01/23/2025	INV-09098		(734.29)
	Bill	01/23/2025	INV-09096		(828.16)
	Bill	01/23/2025	INV-09094		(861.28)
	Bill	01/23/2025	INV-09097		(727.85)
	Bill	01/23/2025	INV-09113		(99.38)
	Bill	01/23/2025	INV-09059		(430.63)
	Bill	01/23/2025	INV-09095		(861.30)
	Bill Payment	01/26/2025	36430		7,987.89
					(775.00)
Bill Payment #36376 - PresenceLearning, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-09011		(795.05)
	Bill	01/17/2025	INV-09014		(659.32)
	Bill	01/17/2025	INV-09015		(66.25)
	Bill	01/17/2025	INV-09054		(33.13)
	Bill	01/17/2025	INV-09049		(16.56)
	Bill	01/17/2025	INV-09050		(811.58)
	Bill	01/17/2025	INV-09012		(745.36)
	Bill	01/17/2025	INV-09016		(861.32)
	Bill	01/17/2025	INV-09013		4,763.57
	Bill Payment	01/21/2025	36376		0.00
					0.00
Amount Unapplied - Bill Payment #36430 - PresenceLearning, Inc.(CAVA @ Los Angeles)					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount (0.00)
Amount Unapplied - Bill Payment #36376 - PresenceLearning, Inc.(CAVA @ Los Angeles)					0.00
					(2,482.50)
Bill Payment #36416 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	INV-01201		2,482.50
	Bill Payment	01/26/2025	36416		(26,204.23)
Bill Payment #36359 - El Paseo Children's Center, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-01191		26,204.23
	Bill Payment	01/21/2025	36359		0.00
					(1,631.25)
Bill Payment #36384 - SpeechRighter, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00350		1,631.25
	Bill Payment	01/21/2025	36384		0.00
					(11,739.58)
Bill Payment #ACH 01.24.2025 - K12 MANAGEMENT INC	Bill	10/23/2024	INV-003-16855 LA-Sep.24-Lease	INV-003-16855 LA-Sep.24-Lease	(135.00)
	Bill	10/23/2024	INV-003-16901 _ LA-Oct.24-Testing Comp	INV-003-16901 _ LA-Oct.24-Testing Comp	(380.00)
	Bill	10/24/2024	INV-003-16918 _ LA-Oct.24-Adobe Lic	INV-003-16918 _ LA-Oct.24-Adobe Lic	(45.00)
	Bill	10/24/2024	INV-003-16937 _ LA-Sep.24-Hotspots	INV-003-16937 _ LA-Sep.24-Hotspots	(20,530.50)
	Bill	10/24/2024	INV-003-17006 _ LA-Sep.24-OLS	INV-003-17006 _ LA-Sep.24-OLS	(1,386,177.15)
	Bill	10/21/2024	INV-003-16691 _ LA-Sep.24-SS&T	INV-003-16691 _ LA-Sep.24-SS&T	(13,088.47)
	Bill	10/21/2024	INV-003-16759 _ LA-Oct.24-OLS	INV-003-16759 _ LA-Oct.24-OLS	(69,740.00)
	Bill	10/28/2024	INV-003-17039 _ LA-Oct.24-TchrOLS (Rev)	INV-003-17039 _ LA-Oct.24-TchrOLS (Rev)	(133,669.50)
	Bill	11/15/2024	INV-003-17221 _ LA-Nov.24-MAT	INV-003-17221 _ LA-Nov.24-MAT	(11,739.58)
	Bill	11/15/2024	INV-003-17266 LA-Oct.24-Lease	INV-003-17266 LA-Oct.24-Lease	(83,018.46)
	Bill	11/15/2024	INV-003-17305 _ LA-Nov.24-OLS	INV-003-17305 _ LA-Nov.24-OLS	1,730,263.24
	Bill Payment	01/24/2025	ACH 01.24.2025	JAN 2025 K12 Payment	0.00
					(1,809.75)
Bill Payment #36363 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00358		1,809.75
	Bill Payment	01/21/2025	36363		0.00
					(3,991.96)
Bill Payment #36393 - Vista Del Mar/Vista School (NPS)(CAVA @ Los Angeles)	Bill	01/17/2025	1124-RSY		3,991.96
	Bill Payment	01/21/2025	36393		0.00
					(7,057.68)
Bill Payment #36364 - Haynes Family of Programs(CAVA@LA)	Bill	01/17/2025	November 2024		(654.06)
	Bill	01/17/2025	November2024-Elrefaey		7,711.74
	Bill Payment	01/21/2025	36364		0.00
					(1,143.77)
Bill Payment #36423 - Radiant, LLC(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00209		(4,577.18)
	Bill	01/23/2025	INV-00208		5,720.95
	Bill Payment	01/26/2025	36423		(4,127.89)
Bill Payment #36367 - Radiant, LLC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00186		4,127.89
	Bill Payment	01/21/2025	36367		0.00
					(14,311.20)
Bill Payment #36428 - Passageway Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	122024		14,311.20
	Bill Payment	01/26/2025	36428		0.00
					(2,014.18)
Bill Payment #36327 - Texthelp(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 79225		2,014.18
	Bill Payment	01/21/2025	36327		0.00
					(671.46)
Bill Payment #36411 - Behavioral & Educational Consulting Inc(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00023		(1,257.14)
	Bill	01/23/2025	INV-00018		(21.67)
	Bill	01/23/2025	INV-00020		(300.00)
	Bill	01/23/2025	INV-00019		2,250.27
	Bill Payment	01/26/2025	36411		0.00
					(130.00)
Bill Payment #36352 - Clear Speech and Language(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00023		130.00
	Bill Payment	01/21/2025	36352		

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Bill Payment #36391 - TinyEYE Technologies Corporation(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00608		0.00
	Bill Payment	01/21/2025	36391		(868.00)
					868.00
Bill Payment #36438 - Tabitha Obligation dba Behavior Education Consulting Center(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00029		0.00
	Bill Payment	01/26/2025	36438		(276.00)
					276.00
Bill Payment #36387 - Tabitha Obligation dba Behavior Education Consulting Center(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00024		(172.50)
	Bill	01/17/2025	INV-00018		
	Bill	01/17/2025	INV-00015		(3,500.00)
	Bill	01/17/2025	INV-00021		(9,960.00)
	Bill Payment	01/21/2025	36387		(4,230.00)
					17,862.50
Bill Payment #36346 - Bridge The Gap Sped, LLC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00232		0.00
	Bill Payment	01/21/2025	36346		(4,680.00)
					4,680.00
Bill Payment #36354 - Del Sol School, Inc(CAVA @ Los Angeles)	Bill	01/17/2025	122024		0.00
	Bill Payment	01/21/2025	36354		(6,823.50)
					6,823.50
					0.00
Bill Payment #36418 - Epiphany Academic Services, LLC dba Epiphany Academy NPS(CAVA @ Los Angeles)	Bill	01/23/2025	December2024		(2,865.00)
	Bill Payment	01/26/2025	36418		
					2,865.00
Bill Payment #36429 - Point Quest Pediatric Therapies, LLC(CAVA @ Los Angeles)	Bill	01/23/2025	INV-00231		0.00
	Bill Payment	01/26/2025	36429		(776.25)
					776.25
Bill Payment #36374 - Point Quest Pediatric Therapies, LLC(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00220		(607.50)
	Bill Payment	01/21/2025	36374		
					607.50
Bill Payment #36434 - Specialized Therapy Services Inc(CAVA@LA)	Bill	01/23/2025	INV-01301		0.00
	Bill	01/23/2025	INV-01310		(1,500.00)
	Bill Payment	01/26/2025	36434		(1,500.00)
					3,000.00
Bill Payment #36381 - Specialized Therapy Services Inc(CAVA@LA)	Bill	01/17/2025	INV-01288		(3,892.50)
	Bill Payment	01/21/2025	36381		
					3,892.50
Bill Payment #36441 - Wayfinder Family Services(CAVA @ Los Angeles)	Bill	01/23/2025	December 2024 - Gonzalez		0.00
	Bill	01/23/2025	December 2024 - Pina		(1,377.05)
	Bill Payment	01/26/2025	36441		
					(1,301.55)
Bill Payment #36394 - Wayfinder Family Services(CAVA @ Los Angeles)	Bill	01/17/2025	November 2024 - Gonzalez		2,678.60
	Bill	01/17/2025	November 2024 - Pina		(3,289.82)
	Bill Payment	01/21/2025	36394		
					(2,987.82)
					6,277.64
Bill Payment #36401 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	01/23/2025	LLC 8000-9090-1005-2145		0.00
	Bill Payment	01/26/2025	011625		(27,827.31)
					27,827.31
Bill Payment #36320 - Pitney Bowes Purchase Power(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 8000-9090-1005-2145		(28,706.59)
	Bill Payment	01/21/2025	121624		
					36320
					28,706.59
Bill Payment #36406 - Zoom Video Communications, Inc.(CAVA @ Los Angeles)	Bill	01/23/2025	LLC INV289349502		0.00
	Bill Payment	01/26/2025	36406		(37.00)
					37.00
Bill Payment #36334 - Zoom Video Communications, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC INV285428588		(19.00)
	Bill Payment	01/21/2025	36334		
					19.00
Bill Payment #36399 - CALIFORNIA ASSOCIATION OF SKILLS USA INC DBA SkillsUSA California (CAVA@Los Angel)	Bill	01/23/2025	LLC N122717		0.00
	Bill Payment	01/26/2025	36399		(40.00)
					40.00
Bill Payment #36344 - Beyond Blindness, Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00171		0.00
	Bill Payment	01/21/2025	36344		(67.85)
					67.85
					0.00

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
January 01, 2025 - January 31, 2025

Options: Show Zeros					Amount
Transaction	Bill Type	Date	Document Number	Memo	(1,103,001.45)
Bill Payment #LA-ACH 20250131 STRS - Los Angeles County Office(CAVA@LA)	Bill	01/31/2025	LA Jan25 STRS/ PERS	LA Jan25 STRS/ PERS	
	Bill Payment	01/29/2025	LA-ACH 20250131 STRS	LA Jan25 STRS/ PERS	1,103,001.45
					(1,081,216.66)
Bill Payment #LA-ACH 20250107 STRS - Los Angeles County Office(CAVA@LA)	Bill	12/31/2024	LA Dec24 STRS/ PERS	LA Dec24 STRS/ PERS	
	Bill Payment	01/07/2025	LA-ACH 20250107 STRS	LA Dec24 STRS/ PERS	1,081,216.66
					0.00
Bill Payment #36339 - Apple Inc.(CAVA@LA)	Bill	01/17/2025	36051889		(299.99)
	Bill Payment	01/21/2025	36339		299.99
					(175.00)
Bill Payment #36299 - Apple Inc.(CAVA@LA)	Bill	01/17/2025	LLC MB42251435		(3,193.15)
	Bill	01/17/2025	LLC MB42899458		(3,514.90)
	Bill	01/17/2025	LLC MB49022914		(866.95)
	Bill	01/17/2025	LLC MB49289508		(175.00)
	Bill	01/17/2025	LLC MB49449639		7,925.00
	Bill Payment	01/21/2025	36299		0.00
Amount Unapplied - Bill Payment #36299 - Apple Inc.(CAVA@LA)					0.00
					(41.50)
Bill Payment #36303 - Castle Branch, Inc(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 0978391-IN		41.50
	Bill Payment	01/21/2025	36303		0.00
					(1,110.19)
Bill Payment #36304 - City of Simi Valley(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 70869633		1,110.19
	Bill Payment	01/21/2025	36304		0.00
					(200.00)
Bill Payment #36306 - Crisis Prevention Institute(CAVA@LA)	Bill	01/17/2025	LLC NAIN-130338		200.00
	Bill Payment	01/21/2025	36306		0.00
					(150.68)
Bill Payment #36311 - Integration Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 2412140		150.68
	Bill Payment	01/21/2025	36311		0.00
					(429.18)
Bill Payment #36312 - Iris Group Holdings LLC dba Everon, LLC (CAVA @ Los Angeles)	Bill	01/17/2025	LLC 157372971		429.18
	Bill Payment	01/21/2025	36312		0.00
					(1,876.93)
Bill Payment #36313 - Kajeet Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC INV37107		1,876.93
	Bill Payment	01/21/2025	36313		0.00
					(9,310.00)
Bill Payment #36315 - NCS Pearson, Inc.(CAVA@LA)	Bill	01/17/2025	LLC 27065818		(23,054.00)
	Bill	01/17/2025	LLC 27373679		32,364.00
	Bill Payment	01/21/2025	36315		0.00
					(863.00)
Bill Payment #36316 - Ontario Refrigeration(CAVA @ Los Angeles)	Bill	01/17/2025	LLC GW33971M		863.00
	Bill Payment	01/21/2025	36316		0.00
					(155.00)
Bill Payment #36317 - Orkin(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 272873819		(155.00)
	Bill	01/17/2025	LLC 272873820		310.00
	Bill Payment	01/21/2025	36317		0.00
					(63,328.32)
Bill Payment #36319 - ParentSquare Inc.(CAVA @ Los Angeles)	Bill	01/17/2025	LLC 2024-15704		63,328.32
	Bill Payment	01/21/2025	36319		0.00
					(40.00)
Bill Payment #36323 - SkillsUSA(CAVA @ Los Angeles)	Bill	01/17/2025	LLC CI-18151-202412		40.00
	Bill Payment	01/21/2025	36323		0.00
					(1,250.33)
Bill Payment #36330 - UBEO Business Services (CAVA @ Los Angeles)	Bill	01/17/2025	LLC 4760150		1,250.33
	Bill Payment	01/21/2025	36330		0.00
					(286.00)
Bill Payment #36342 - Bay Area SpeechWorks(CAVA @ Los Angeles)	Bill	01/17/2025	INV-00280		286.00
	Bill Payment	01/21/2025	36342		0.00
					(6,257.62)
Bill Payment #36343 - Beach Cities Learning Center(CAVA @ Los Angeles)	Bill	01/17/2025	LIS0027038 Arroyo		(3,322.62)
	Bill	01/17/2025	LIS0027038 Birchfield		(8,218.91)
	Bill	01/17/2025	LIS0027038 Lemos		(6,456.14)
	Bill	01/17/2025	LIS0027038 Williams		24,255.29
	Bill Payment	01/21/2025	36343		

K12 : SA : Full Financials CA Node : CAVALA
Board Disbursements A/P Payment History by Vendor
January 01, 2025 - January 31, 2025

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #36345 - Braille Abilities, LLC(CAVA @ Los Angeles)					0.00
	Bill	01/17/2025	INV-00250		(680.00)
	Bill	01/17/2025	INV-00255		(2,045.16)
	Bill	01/17/2025	INV-00253		(3,051.55)
	Bill Payment	01/21/2025	36345		5,776.71
Bill Payment #36347 - California State Teachers' Retirement System(CAVA @ Los Angeles)					0.00
	Bill	01/17/2025	2024_10 - C. Ayers - Redeposit		(309.01)
	Bill	01/17/2025	2024_11 - C. Ayers - Redeposit		(309.01)
	Bill	01/17/2025	2024_12 - C. Ayers - Redeposit		(309.01)
	Bill Payment	01/21/2025	36347		927.03
Bill Payment #36414 - Dynamic Hope Schools(CAVA @ Los Angeles)					0.00
	Bill	01/23/2025	1140		(26,109.15)
	Bill	01/23/2025	1140-1		(21,910.97)
	Bill Payment	01/26/2025	36414		48,020.12
Bill Payment #36355 - Dynamic Hope Schools(CAVA @ Los Angeles)					(22,234.98)
	Bill	01/17/2025	1119		(19,614.21)
	Bill	01/17/2025	1119-1		41,849.19
	Bill Payment	01/21/2025	36355		0.00
Bill Payment #36366 - Jabbergy LLC (CAVA @ Los Angeles)					(1,260.41)
	Bill	01/17/2025	INV-00074		1,260.41
	Bill Payment	01/21/2025	36366		0.00
Bill Payment #36370 - Marnie J Young dba Adapted Child's Play(CAVA @ Los Angeles)					(4,750.11)
	Bill	01/17/2025	INV-00503		(4,405.14)
	Bill	01/17/2025	INV-00517		(978.00)
	Bill	01/17/2025	INV-00513		10,133.25
	Bill Payment	01/21/2025	36370		0.00
Bill Payment #36426 - Oxford Consulting Services(CAVA@LA)					(100.00)
	Bill	01/23/2025	INV-01758		(100.00)
	Bill	01/23/2025	INV-01759		(50.00)
	Bill	01/23/2025	INV-01760		250.00
	Bill Payment	01/26/2025	36426		(200.00)
Bill Payment #36372 - Oxford Consulting Services(CAVA@LA)					(100.00)
	Bill	01/17/2025	INV-01744		(100.00)
	Bill	01/17/2025	INV-01745		(100.00)
	Bill	01/17/2025	INV-01751		400.00
	Bill Payment	01/21/2025	36372		0.00
Bill Payment #36377 - RH Vision Services(CAVA @ Los Angeles)					(1,017.50)
	Bill	01/17/2025	INV-00098		1,017.50
	Bill Payment	01/21/2025	36377		0.00
Bill Payment #36380 - Sheila Oliphant(CAVA @ Los Angeles)					(44.95)
	Bill	01/17/2025	061824 Textbook Reimb		44.95
	Bill Payment	01/21/2025	36380		0.00
Bill Payment #36390 - Tiffany L Richardson (CAVA @ Los Angeles)					(425.29)
	Bill	01/17/2025	INV-00041		(100.00)
	Bill	01/17/2025	INV-00039		525.29
	Bill Payment	01/21/2025	36390		0.00
Bill Payment #36421 - Jackie Lou Abney(CAVA @ Los Angeles)					(1,050.00)
	Bill	01/23/2025	INV-00007		1,050.00
	Bill Payment	01/26/2025	36421		0.00
Bill Payment #36422 - Jessica Lteif (CAVA @ Los Angeles)					(120.00)
	Bill	01/23/2025	INV-00036		120.00
	Bill Payment	01/26/2025	36422		0.00
Bill Payment #36433 - School Pathways LLC(CAVA@LA)					(74,883.31)
	Bill	01/23/2025	140-INV7897		74,883.31
	Bill Payment	01/26/2025	36433		0.00
Bill Payment #36442 - West Covina Unified School District(CAVA@LA)					(1,189,069.00)
	Bill	01/23/2025	IN24-00168		1,189,069.00
	Bill Payment	01/26/2025	36442		0.00
					0.00
					0.00
Total					10,306,466.31

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
ParentSquare Inc.	23,914.95
Pitney Bowes Bank Inc Purchase Power	15,219.54
NCS Pearson, Inc.	11,131.00
Smile From The Inside, Inc.	5,518.82
AppleOne Employment Services	4,603.32
Law Offices of Young, Minney & Corr, LLP	3,480.10
Robert Half Inc.	3,109.35
Barrington Staffing Services	2,886.42
Apple Inc.	2,222.51
FusionPlus Inc	2,019.08
Amazon	1,678.87
DataBasics, Inc.	1,525.12
AXIS Teletherapy	1,522.64
Quill Corporation	1,344.61
UPS	1,214.52
AT&T Mobility	1,154.33
The Back Room Inc	926.09
Supreme Facility Services, Inc.	885.70
De Lage Landen Financial Services Inc.	696.81
Texthelp	623.83
Southern California Edison	615.15
Document Tracking Services	606.44
Comm-Core	529.35
Wood Ranch	412.12
Marriott Burbank (event deposit)	366.29
UBEO Business Services	336.60
City of Simi Valley	298.88
Successories	236.63
Ontario Refrigeration	232.33
Verizon Wireless	223.58
Carmen Gomez Ruiz	161.53
Toppers Pizza Place	148.94
Everon, LLC	115.54
Sparkletts	114.87
Bill.com	103.61
Waste Management	97.98
Costco	89.48
Paper Recycling & Shredding	87.22
Orkin	83.46
Amazon Capital Services	61.01
Crisis Prevention Institute	53.84
Smart & Final	52.91

Transaction Summary
CAVA @ Los Angeles

Vendor	Amount
Integration Inc.	40.56
Krispy Kreme Doughnuts	31.00
Zoom Video Communications, Inc.	18.33
SkillsUSA	15.11
SkillsUSA California	15.11
Castle Branch, Inc	11.17
Vons	10.77
Grand Total	90,847.40

[illegible]

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 8055784667158 122824 LLC 60439847908	January January	774.48 1,756.68	208.50 472.92
Communications Total						1,756.68	472.92
AT&T Mobility Total						1,756.68	472.92
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3469	December	3,440.00	926.09
Outside Service-General Total						3,440.00	926.09
The Back Room Inc Total						3,440.00	926.09
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7006624 LLC 01-7010746 LLC 01-7014931 LLC 01-7026236	December (12/07) December (12/14) December (12/21) January (1/15)	5,707.14 5,461.54 3,778.56 2,152.08	1,536.42 1,470.31 1,017.23 579.36
Outside Service Total						17,099.32	4,603.32
AppleOne Employment Services Total						17,099.32	4,603.32
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25019865823	January	1,410.00	103.61
Dues and Memberships Total						1,410.00	103.61
Bill.com Total						1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 011025	December	2,285.03	615.15
Utilities Total						2,285.03	615.15
Southern California Edison Total						2,285.03	615.15
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83414172	January	2,588.36	696.81
Equipment Rental Expense Total						2,588.36	696.81
De Lage Landen Financial Services Inc. Total						2,588.36	696.81
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814237	January	5,665.15	1,525.12
Outside Service-General Total						5,665.15	1,525.12
DataBasics, Inc. Total						5,665.15	1,525.12
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 122224 LLC 15182654 011925	January January	320.26	86.22
Office Expense Total						106.43	28.65
Sparkletts Total						426.69	114.87
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2210 LLC 2211	January January (1/15)	15,000.00	4,038.16
Outside Service-General Total						20,500.00	5,518.82
Smile From The Inside, Inc. Total						20,500.00	5,518.82
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64430124 LLC 64441962 LLC 64452364 LLC 64470913 LLC 64527222 LLC 64527842 LLC 64546868 LLC 64550320	December (12/13) December (12/13) December (12/20) December (12/20) January (1/10) January (1/10) January (1/17) January (1/17)	1,800.00 1,510.31 1,443.00 1,620.00 1,461.76 1,301.25 913.60 1,499.95	484.58 406.59 388.47 436.12 393.52 350.31 245.95 403.80
Outside Service Total						11,549.87	3,109.35
Robert Half Inc. Total						11,549.87	3,109.35
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3262	December	5,590.00	1,522.64
Subagreements for Services Total						5,590.00	1,522.64
AXIS Teletherapy Total						5,590.00	1,522.64
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 157372971	January	429.18	115.54
Operations and Housekeeping Services Total						429.18	115.54
Everon, LLC Total						429.18	115.54
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 121624 LLC 8000-9090-1005-2145 011625	December January	28,706.59	7,728.12
Postage Total						27,827.31	7,491.41
Pitney Bowes Bank Inc Purchase Power Total						56,533.90	15,219.54
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV285428588 LLC INV289349502	December (12/18) January (1/18)	37.00 56.00	12.11 18.33
Non K12 Curriculum Total						56.00	18.33
Zoom Video Communications, Inc. Total						56.00	18.33
SkillsUSA California	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP - CRE	LLC N122717	October (10/07)	40.00	15.11
Non K12 Curriculum Total						40.00	15.11
SkillsUSA California Total						40.00	15.11
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-130338	December (12/23)	200.00	53.84
Teacher Training Total						200.00	53.84
Crisis Prevention Institute Total						200.00	53.84
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	SO-636375 / 5447175 SO-636833 / 5447424	December December	128.66	34.64
Office Expense Total						750.32	201.99
Successories Total						878.98	236.63
Amazon Capital Services	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 1YQV-7QWY-GPTX	January (1/13)	224.00	61.01
Non K12 Curriculum Total						224.00	61.01
Amazon Capital Services Total						224.00	61.01
Apple Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC MB49289508	January (1/08)	866.95	299.99
Non K12 Curriculum Total						866.95	299.99
Apple Inc. Total						866.95	299.99
	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MB42251435 LLC MB42899458 LLC MB49022914 LLC MB49449639	December (12/09) December (12/16) January (1/09) January (1/08)	175.00 3,193.15 3,514.90 175.00	47.67 869.77 957.41 47.67
Computer Expense Total						7,058.05	1,922.52
Apple Inc. Total						7,925.00	2,222.51
Castle Branch, Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0978391-IN	December (12/17)	41.50	11.17
Outside Service-General Total						41.50	11.17
Castle Branch, Inc Total						41.50	11.17

Transaction Details
CAVA @ Los Angeles

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LA
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 70869633	December (12/18)	1,110.19	298.88
	Utilities Total					1,110.19	298.88
City of Simi Valley Total						1,110.19	298.88
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2412140	December (12/31)	18.98	5.11
	Postage Total					18.98	5.11
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2412140	December (12/31)	131.70	35.46
	Printing Expense Total					131.70	35.46
Integration Inc. Total						150.68	40.56
NCS Pearson, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP - CRE	LLC 27065818 LLC 27373679	October (10/22) January (1/08)	9,310.00	3,202.00
	Non K12 Curriculum Total					23,054.00	7,929.00
NCS Pearson, Inc. Total						32,364.00	11,131.00
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW33971M	January (1/01)	863.00	232.33
	Operations and Housekeeping Services Total					863.00	232.33
Ontario Refrigeration Total						863.00	232.33
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 272873819 LLC 272873820	November (11/05) December (12/03)	155.00	41.73
	Operations and Housekeeping Services Total					155.00	41.73
Orkin Total						310.00	83.46
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-15704	November (11/01)	63,328.32	23,914.95
	Prepaid Other Total					63,328.32	23,914.95
ParentSquare Inc. Total						63,328.32	23,914.95
SkillsUSA	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP - CRE	LLC CI-18151-202412	December (12/18)	40.00	15.11
	Travel and Conferences Total					40.00	15.11
SkillsUSA Total						40.00	15.11
Texthelp	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 79225	December (12/13)	2,014.18	623.83
	Non K12 Curriculum Total					2,014.18	623.83
Texthelp Total						2,014.18	623.83
UBEO Business Services	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 4760150	January (1/13)	1,250.33	336.60
	Equipment Rental Expense Total					1,250.33	336.60
UBEO Business Services Total						1,250.33	336.60
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	016430 015460	December January	140.53	37.83
	Office Expense Total					56.01	15.08
Smart & Final Total						196.54	52.91
Wood Ranch	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	31727592091877300	December	1,530.85	412.12
	Office Expense Total					1,530.85	412.12
Wood Ranch Total						1,530.85	412.12
Marriott Burbank (event deposit)	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 - SUPP	12182024	December	1,500.00	366.29
	Teacher Training Total					1,500.00	366.29
Marriott Burbank (event deposit) Total						1,500.00	366.29
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1162030443 - # 653	December	332.37	89.48
	Office Expense Total					332.37	89.48
Costco Total						332.37	89.48
Krispy Kreme Doughnuts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	31872174921908200	December	115.14	31.00
	Office Expense Total					115.14	31.00
Krispy Kreme Doughnuts Total						115.14	31.00
Vons	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	702422453130	January	40.00	10.77
	Office Expense Total					40.00	10.77
Vons Total						40.00	10.77
Toppers Pizza Place	Office Expense	(blank)	101 General	117538386	January	553.23	148.94
	Office Expense Total					553.23	148.94
Toppers Pizza Place Total						553.23	148.94
Grand Total						310,022.86	90,847.40

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #04

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

February 24, 2025

SUBJECT: 2024-25 Employment Agreements and Terminations

PROPOSAL:

It is proposed that the Governing Board of the California Virtual Academy at Los Angeles ratify the following 2024-25 Employment Agreements and Terminations.

BACKGROUND:

California Virtual Academy at Los Angeles offered contracts to teachers to meet the enrollment demands of the 2024-25 school year.

New Hires:

Last Name	First Name	Title	FTE
Savage	Anna	Education Specialist, MS	1.0
Schultz	Patricia	Education Specialist, MS	1.0
Herrick	Kayla	Education Specialist, MS	1.0
Huber	Lauralee	Education Specialist, MS	1.0
Wint	Kathryn	Education Specialist, MS	1.0
Mirabella	Rani	Education Specialist, MS	1.0
Solis	Martin	Education Specialist, MS	1.0
Jaske	Megan	English Language Development Specialist	1.0
Ochoa	Leslie	Roving Substitute	0.0
Tuggle	Jules	Student Success Coordinator	0.0
Davenport	Thomasa	Teacher, Elementary	1.0
Megowan	Wendy	Teacher, High School	1.0
Leslie	Panzellia	Teacher, High School Career Technical Education	1.0
Atteukenian	Paul	Teacher, High School Career Technical Education	1.0
Malhi	Harkomel	Teacher, High School, Substitute	0.0
Meyer	Riley	Teacher, High School, Substitute	0.0
Vasquez	Valerie	Teacher, Middle School	1.0
Rosenberg	Austin	Teacher, Middle School	1.0
Ayvazian	Tamara	Teacher, Middle School	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
1) Mellein	Alice	Education Specialist, MS	1.0
2) Ortega	Maria Violeta	Lead, Middle School	0.0

3) Prado	Veronica	Teacher, Elementary	1.0
4) Casey	Kaleen	Teacher, Elementary	1.0
5) Estrada	Angelica	Teacher, Elementary	1.0
6) Kulina	Kelley	Teacher, High School	1.0
7) Jones	Kenneth	Teacher, High School Career Technical Education	1.0
8) Largent	Janna	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 2024-25 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2024-25 Employment Agreements on behalf of California Virtual Academy at Los Angeles.

RESPECTFULLY SUBMITTED:

April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X				X	
Stephanie Hansen-Sturm	X					
Dezi Waterhouse	X					X
Contrina Fields	X					

APPROVED

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #05

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: 2025-2026 School Calendar

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at Los Angeles approve the 2025-2026 school calendar.

BACKGROUND: The school calendar was developed to identify the number of school days and important dates for the 2025-2026 school year.

BUDGET IMPLICATIONS:
N/A

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Approve the 2025-2026 school calendar.

RESPECTFULLY SUBMITTED:

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X				X	
Stephanie Hansen-Sturm	X					
Dezi Waterhouse	X					X
Contrina Fields	X					

CAVA 2025 -2026 School Calendar

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		

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						12

Su	Mo	Tu	We	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				

2025-2026	
Independence Day	July 4th
School Begins	August 14th
Labor Day	September 1st
Columbus Day	October 13th
Veterans Day	November 11th
Thanksgiving Break	November 21st - 28th
Winter Break	December 22nd - January 2nd
Martin Luther King's Day	January 19th
Non-Student Days	January 20th - 23rd
Presidents' Day/Washington's Birthday	February 16th
Spring Break	April 3rd - 10th
CAASPP Testing (state testing)	April 27th - May 29th
Memorial Day	May 25th
School Ends	June 5th
Juneteenth	June 19th
Extended School Year (ESY) 2026	July 6th - July 31st, 2026

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	
						22

November 25						
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						1

December 25						
Sa	F	Th	W	Tu	M	Su
6	5	4	3	2	1	
13	12	11	10	9	8	7
20	19	18	17	16	15	14
27	26	25	24	23	22	21
			31	30	29	28

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
						15

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

March 26									
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							

Quarters	Dates	Days
Quarter 1	August 14th - October 17th	45
Quarter 2	October 20th - January 16th	48
Quarter 3	January 26th - March 27th	44
Quarter 4	March 30th - June 5th	43

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		16

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						

	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				

Attendance Calendar		Dates	Days
Month 1		08/14/25 - 09/05/25	16
Month 2		09/08/25 - 10/03/25	20
Month 3		10/06/25 - 10/31/25	19
Month 4		11/03/25 - 12/05/25	18
Month 5		12/08/25 - 01/16/26	20
Month 6		01/26/26 - 02/20/26	19
Month 7		02/23/26 - 03/20/26	20
Month 8		03/23/26 - 04/17/26	14
Month 9		04/20/26 - 05/15/26	20
Month 10		05/18/26 - 06/05/26	14

holiday (no school)
testing
first/last day
non-student teacher work day

A	12
S	21
O	22
N	13
D	15
J	15
F	19
M	22
A	16
M	20
J	5
	180

APPROVED

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #6

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

February 24, 2025

SUBJECT: School Accountability Report Card

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

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

BUDGET IMPLICATIONS: There are no budget implications.

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

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Heidi Rochin
Director of Intervention and Special Programs

Ayes: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X				X	
Stephanie Hansen-Sturm	X					X
Dezi Waterhouse	X					
Contrina Fields	X					

California Virtual Academy at Los Angeles

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



CALIFORNIA
VIRTUAL
ACADEMIES™

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General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	California Virtual Academy at Los Angeles
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
Grade Span	K-12
County-District-School (CDS) Code	19650940112706

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

California Virtual Academy at Los Angeles is a charter school that provides a full-time online independent study program for TK–12 students. We are a WASC-accredited school that offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving about 5,700 students from the following counties, Los Angeles, San Bernardino, and Ventura.

California Virtual Academy at Los Angeles is dedicated to achieving academic growth while cultivating social and emotional competence for all students. We offer students an innovative educational experience in a safe online environment through daily

2024-25 School Description and Mission Statement

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	428
Grade 1	428
Grade 2	420
Grade 3	393
Grade 4	350
Grade 5	408
Grade 6	473
Grade 7	481
Grade 8	588
Grade 9	436
Grade 10	422
Grade 11	439
Grade 12	434
Total Enrollment	5,700

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.5
Asian	2.5
Black or African American	16.7
Filipino	1.8
Hispanic or Latino	59.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.5
White	13
English Learners	7.9
Foster Youth	0.2
Homeless	2.8
Socioeconomically Disadvantaged	75.6
Students with Disabilities	14

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	184.40	96.61	564.90	88.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.90	2.03	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	1.42	9.50	1.50	12115.80	4.41
Unknown/Incomplete/NA	3.70	1.96	47.30	7.42	18854.30	6.86
Total Teaching Positions	190.90	100.00	638.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	184.00	95.19	570.40	89.68	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.19	1.40	0.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	0.61	9.10	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	2.37	18.00	2.84	11953.10	4.28
Unknown/Incomplete/NA	3.10	1.63	36.80	5.80	15831.90	5.67
Total Teaching Positions	193.30	100.00	636.00	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	210.50	96.57	597.20	91.18	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	0.94	10.50	1.61	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	1.35	10.70	1.65	11746.90	4.23
Unknown/Incomplete/NA	2.40	1.13	34.30	5.25	14303.80	5.15
Total Teaching Positions	217.90	100.00	654.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.10	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.10	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20	0.5
Local Assignment Options	2.70	4.30	2.3
Total Out-of-Field Teachers	2.70	4.50	2.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.3	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st), Phonics 1 E1 (1st), ELA 2 Summit (2nd), ELA 3 Summit, ELA 4 Summit, ELA 5 Summit Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Honors, Credit Recovery English 9, Summit English 10, Honors, Credit Recovery English 10, Summit and Honors American Literature, AP Language and Composition, Summit, Honors, British/World Literature, AP English Literature and Composition Grammar and Composition, Apex Journalism, PBL Journalism, Summit Creative Writing, Public Speaking	Yes	0%
Mathematics	Embark Math (TK), Math K E1 (K), Math 1 E1 (1st), Math 2 Summit (2nd), Math 3 Summit, Math 4 Summit, Math 5 Summit Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 Bridge (8th) Summit Developmental Algebra, Summit Continuing Algebra, Summit Algebra 1, Summit Honors Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Credit Recovery Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus	Yes	0%

Science	Embark Science (TK), Science K E1 (K), Science 1 E1 (1st), Science 2 E1 (2nd), Science 3 E1, Science 4 E1, Science 5 E1	Yes	0%
	Summit MS Earth Science (6th), Summit Integrated Science CA (7th), Summit Integrated Science 8 CA (8th)		
	Biology: The Living Earth CA, Summit Honors Biology, AP Biology; Chemistry in Earth's Systems CA, Summit Honors Chemistry, Chemistry Credit Recovery, AP Chemistry; Physics in the Universe CA, Summit Honors Physics; AP Environmental Science, Veterinary Science, Criminology, Astronomy, Forensic Science, Anatomy and Physiology, Earth Science Credit Recovery, Biology Credit Recovery		
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA	Yes	0%
	Summit World History I 6th, Summit World History II 7th, Summit American History to the Late 1800s (CA) 8th		
	Apex AP World History, Summit World History, World History Honors, World History CR; Apex AP US History, Summit Modern US History CA, Honors Modern US History CA, CR Modern US History CA; Cengage AP US Government and Politics, Principles of American Democracy, Credit Recovery Principles of American Democracy; Cengage AP Macroeconomics, Principles of Economics, Credit Recovery Principles of Economics		
Foreign Language	Elementary Chinese 1 (2nd), Elementary Spanish 1 (2nd-5th), Elementary Chinese 1 (3rd-5th) Elementary Spanish II (3rd-5th), Elementary Chinese II (3rd-5th)	Yes	0%
	WLG MS Spanish IA/ IIA		
	Spanish 1, 2, 3, & CS Spanish 4 (HS), French 1, 2, 3		
Health	Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course.	Yes	0%
	High School Summit Skills for Health		
Visual and Performing Arts	Embark Art (TK), Art K E1, Art 1 E1, Art 2 E1, Art 3 E1, Art 4 E1, Summit Early American Art (5th)	Yes	0%
	Embark Music (TK), Music K ED, Music 1 ED, Music 2 ED, Music 3 ED, Music 4 ED, Music 5 ED		
	Summit Intermediate World Art I (6) & II (7), Summit Intermediate American Art II (8), MS Music 6 (6th), 2D Art (7th), Animation Art (8th)		
	Summit Fine Art, Summit Art Appreciation, DYN Art in World Cultures, Summit Music Appreciation, Digital Arts I and II,		

	Image Design and Editing, Image Design and Editing PBL, 3D Modeling, Animation, AP Art History, Image Design and Editing PBL, Web Design, Adobe Premiere, Adobe After Effects		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

CAVA @ Los Angeles is a non-site based virtual school.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	36	45	45	46	47
Mathematics (grades 3-8 and 11)	22	25	32	34	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3341	3176	95.06	4.94	35.95
Female	1782	1702	95.51	4.49	39.86
Male	1559	1474	94.55	5.45	31.43
American Indian or Alaska Native	11	11	100.00	0.00	18.18
Asian	71	68	95.77	4.23	69.12
Black or African American	558	534	95.70	4.30	26.03
Filipino	61	58	95.08	4.92	74.14
Hispanic or Latino	1969	1870	94.97	5.03	35.63
Native Hawaiian or Pacific Islander	26	24	92.31	7.69	20.83
Two or More Races	220	209	95.00	5.00	32.21
White	425	402	94.59	5.41	42.79
English Learners	258	241	93.41	6.59	11.20
Foster Youth	--	--	--	--	--
Homeless	96	87	90.63	9.37	34.88
Military	34	32	94.12	5.88	43.75
Socioeconomically Disadvantaged	2527	2401	95.01	4.99	31.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	530	473	89.25	10.75	16.53

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3342	3185	95.30	4.70	25.21
Female	1783	1706	95.68	4.32	23.66
Male	1559	1479	94.87	5.13	27.00
American Indian or Alaska Native	11	11	100.00	0.00	18.18
Asian	71	68	95.77	4.23	52.94
Black or African American	558	536	96.06	3.94	15.73
Filipino	61	59	96.72	3.28	54.24
Hispanic or Latino	1970	1872	95.03	4.97	24.79
Native Hawaiian or Pacific Islander	26	25	96.15	3.85	28.00
Two or More Races	220	210	95.45	4.55	20.67
White	425	404	95.06	4.94	33.17
English Learners	258	244	94.57	5.43	12.30
Foster Youth	--	--	--	--	--
Homeless	96	86	89.58	10.42	24.42
Military	34	32	94.12	5.88	25.00
Socioeconomically Disadvantaged	2528	2408	95.25	4.75	22.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	531	474	89.27	10.73	10.81

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.22	25.98	27.12	28.35	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1972	1877	95.18	4.82	25.96
Female	1108	1057	95.40	4.60	23.84
Male	864	820	94.91	5.09	28.69
American Indian or Alaska Native	--	--	--	--	--
Asian	52	51	98.08	1.92	47.06
Black or African American	332	319	96.08	3.92	14.42
Filipino	38	38	100.00	0.00	44.74
Hispanic or Latino	1116	1060	94.98	5.02	24.34
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	26.67
Two or More Races	127	121	95.28	4.72	29.75
White	285	266	93.33	6.67	37.74
English Learners	128	118	92.19	7.81	6.78
Foster Youth	--	--	--	--	--
Homeless	51	48	94.12	5.88	31.25
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	1425	1351	94.81	5.19	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	294	264	89.80	10.20	10.65

2023-24 Career Technical Education Programs

In the 23-24 school year, the Career & College Prep campus began its sixth year with the following CTE programs and certifications offered:

1. Business and Finance Program:

Business Management Pathway

Finance Pathway

International Business Pathway

2. Marketing, Sales, and Services Program:

Entrepreneurship/Self-Employment Pathway

Marketing Pathway

Professional Sales Pathway

Multimedia Marketing & Business

3. Information and Communication Technologies Program:

Game and Simulation Pathway

Information Support and Services Pathway

2023-24 Career Technical Education Programs

Networking Pathway
Software and Systems Development Pathway

4. Health Sciences and Medical Technology Program:

Medical Assisting Pathway
Medical Coding Pathway
Sports Medicine Pathway

5. Arts, Media, and Entertainment Program:

Animation Pathway
Digital Photography Pathway
Game Design and Integration Pathway
Graphic Design Pathway
Web Design Pathway
Multimedia Production Pathway

6. Hospitality, Tourism, and Recreation Program:

Hospitality, Tourism, and Recreation Pathway

7. Multiple certification opportunities to include:

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

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

Middle School offered 2 career prep courses to 6th - 8th grade students: MS Careers Explorations I (6th) and MS Careers Explorations II (7th or 8th). Students who had previously taken the MS Careers Explorations II course were eligible to enroll in the following high school CTE courses:

TCH007 World of Computing (S1) and TCH008 Web Design (S2)
CAR095 IT Explorations
CAR017 Business and Marketing Explorations

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

- Building and Construction Trades, Manufacturing and Product Design
- Information and Communication Technologies
- Manufacturing and Product Development, Engineering and Architecture
- Post-Secondary
- Health Science and Medical Technology
- Arts, Media and Entertainment

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	884
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.78
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	21.61

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	27.3	27.3	27.3	27.3	27.3
Grade 7	18.7	18.7	18.7	18.7	18.7
Grade 9	12.7	12.7	12.7	12.7	12.7

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Direct parental involvement is fundamental to our school's success. Parents are actively involved from the time of initial enrollment by researching our program and choosing to enroll their child in our school. The onboarding process welcomes families, informs them of our enrollment requirements, and provides coaching and support to prepare them for success in our school. Parents work closely with their student's teachers when they have questions or concerns about their student's progress or curriculum.

Our program is enhanced by our commitment to providing a top-quality education to our students while providing training and engagement opportunities to our parents and families. Parents are trained to navigate the online school platform and coached on providing effective learning support under the guidance of highly qualified and certificated teachers. Parents are exposed to a content-rich curriculum, including mathematics and problem-solving, classic literature, a comprehensive retelling of the story of history, various musical genres, and great works of art. We keep parents informed and updated through the ParentSquare platform, social media, and the LC Community platform. We have many online and offline resources, live and on-demand, including Coffee Chats (parent connection opportunities on relevant topics led out by staff), parent training, Parenting with Purpose workshops (offering SEL resources and collaboration), attendance coaching and support, and parent orientations for new and returning families to ensure parents understand program expectations and students are engaged in learning.

Parents are an integral part of our school's student support team, helping us evaluate our program each year through meeting participation and regular feedback. Each year, when surveyed, parents state that they are actively involved in their child's education. Parents and families engage and connect with school staff and other students and families through our Family Teacher Organization (FTO), LC Community platform, and family activities and events. Parents are encouraged to participate and provide feedback through surveys and parent engagement meetings, give feedback on the LCAP and Title I services, and participate in school board meetings, and other parent activities. They are also encouraged to offer suggestions and feedback regarding outings, social events, and other activities. We have parent representatives in our school stakeholder meetings.

We have partnered with Care Solace to support the well-being of our community. This is a complimentary and confidential care coordination service for mental health and recovery, provided to students, staff, and families.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	15.6	21.9	14.4	6	8.5	6.4	7.8	8.2	8.9
Graduation Rate	78.4	76.4	83.8	91	90.1	92.4	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	457	383	83.8
Female	268	231	86.2
Male	189	152	80.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	19	15	78.9
Black or African American	76	61	80.3
Filipino	--	--	--
Hispanic or Latino	240	202	84.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	17	81.0
White	88	77	87.5
English Learners	31	28	90.3
Foster Youth	--	--	--
Homeless	26	18	69.2
Socioeconomically Disadvantaged	376	314	83.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	75	52	69.3

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	7160	6689	649	9.7
Female	3813	3569	367	10.3
Male	3347	3120	282	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	33	28	1	3.6
Asian	159	152	9	5.9
Black or African American	1233	1131	131	11.6
Filipino	105	101	5	5.0
Hispanic or Latino	4193	3938	388	9.9
Native Hawaiian or Pacific Islander	48	45	6	13.3
Two or More Races	429	413	37	9.0
White	958	880	72	8.2
English Learners	577	551	54	9.8
Foster Youth	30	20	4	20.0
Homeless	251	233	39	16.7
Socioeconomically Disadvantaged	5504	5150	556	10.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	1122	1058	133	12.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.24	0.62	0.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

and fire marshal inspection and/or a certificate of occupancy.

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

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	53	5	8
1	10	36	6	5
2	12	27	2	8
3	12	29	1	11
4	13	29	2	7
5	15	18	2	9
6	11	112	25	14
Other	5	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	17	12	
1	13	17	15	
2	13	17	13	
3	6	54	9	
4	14	17	10	
5	11	27	10	
6	12	71	41	2
Other	4	6		

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	14	11	
1	14	18	13	
2	10	33	9	
3	7	48	9	
4	13	17	9	
5	7	47	8	
6	13	55	28	
Other	7	6	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	26	9	37
Mathematics	30	21	7	30
Science	25	32	3	23
Social Science	26	32	6	27

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	29	22	32
Mathematics	29	15	17	27
Science	27	15	5	18
Social Science	25	30	6	26

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	29	19	35
Mathematics	26	30	9	30
Science	27	18	4	16
Social Science	25	33	9	21

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	703.7

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	6.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,779	\$3,835	\$10,944	\$63,250
District	N/A	N/A	N/A	\$90,490
Percent Difference - School Site and District	N/A	N/A	N/A	-35.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	1.6	-39.8

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,756	\$58,855
Mid-Range Teacher Salary	\$83,901	\$92,519
Highest Teacher Salary	\$118,698	\$114,665
Average Principal Salary (Elementary)	\$153,230	\$142,791
Average Principal Salary (Middle)	\$150,909	\$151,078
Average Principal Salary (High)	\$178,295	\$167,094
Superintendent Salary	\$312,077	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	7%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses 3.7

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

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered	11

Where there are student course enrollments of at least one student.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17

**TO: CALIFORNIA VIRTUAL ACADEMY AT LOS ANGELES
GOVERNING BOARD**

BOARD REPORT #07

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

February 24, 2025

SUBJECT: Comprehensive School Safety Plan Update

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Los Angeles approve the Comprehensive School Safety Plan Update.

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: 4

No: 0

Abstain: 0

Approved: Yes

Witnessed: Casey Robinson

Date: 2/24/2025

Name	Aye	No	Abstain	Absent	Moved	Second
John Bodenschatz	X					
Stephanie Hansen-Sturm	X				X	
Dezi Waterhouse	X					X
Contrina Fields	X					

Additions and Changes Made to the Plan

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Pages 8 & 9 of 40

Added the Ed Code, so it is consistent with the Parent Student Handbook.

Education Code 48900 and 48901 identifies the following reasons for suspension or expulsion:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
- (a) (2) Willfully used force or violence upon the person of another, except in self-defense;
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects (at an in-person school-sponsored activity) unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal;
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind;
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- (e) Committed or attempted to commit robbery or extortion;
- (f) Caused or attempted to cause damage to school property or private property;
- (g) Stolen or attempted to steal school property or private property;
- (h) Possessed, smoked, or used tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. This includes the inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking;
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity;
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
- (k) (1) Disrupted school (-wide) activities (suspension only by an administrator; no expulsion) (grades 9-12);
- (l) Knowingly received stolen school property or private property;
- (m) Possessed an imitation firearm (at an in-person school-sponsored activity);
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery;
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma;
- (q) Engaged in, or attempted to engage in hazing;
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or group of pupils;

- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only);
- (t) Committed sexual harassment (grades 4 - 12);
- (u) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4 -12);
- (v) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4 - 12);
- (w) Made terroristic threats against school officials or school property, or both.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Page 14 of 40

Added the following so it is consistent with the Parent Student Handbook.

14. Fully participate in the class session as required by the teacher through tools available such as polling, chat, whiteboard, and other activities.

15. Use your webcam to fully engage in the class session. When using the webcam, the school dress code must be followed. The background environment should be free from distractions and appropriate for a school environment. This includes posters/pictures, the attire of others in the household appearing on video, alcohol and drug paraphernalia, and profanity.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Pages 17 & 18 of 40

Changed to the following so it is consistent with the CA Department of Education recommendation.

The school believes that all students have a right to a safe and healthy school environment. The school and community must promote mutual respect, tolerance, and acceptance.

The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The school expects students and/or staff to report bullying incidents to the principal or designee immediately. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

To ensure bullying does not occur at school, the school will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to report bullying incidents to the principal or designee immediately.
- Students can rely on staff to promptly investigate each complaint of bullying thoroughly and confidentially.
- If the complainant student or the parent of the student feels that an appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Director.
- The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. The procedures for intervening in bullying behavior include, but are not limited, to the following:
- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the Parent-Student Handbook.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.
- People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Attachments

Added Safe Storage of Firearms – SB906 letter.

Comprehensive School Safety Plan

2024-2025
School Year

School: California Virtual Academy at Los Angeles
CDS Code: 19650940112706
District: California Virtual Academy at Los Angeles
Address: 50 Moreland Road
Simi Valley, CA 93065
Date of Adoption: December 11, 2024

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 of the 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 1, 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.

<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 Los Angeles 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)

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.

Education Code 48900 and 48901 identifies the following reasons for suspension or expulsion:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
- (a) (2) Willfully used force or violence upon the person of another, except in self-defense;
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects (at an in-person school-sponsored activity) unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal;
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind;
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- (e) Committed or attempted to commit robbery or extortion;
- (f) Caused or attempted to cause damage to school property or private property;
- (g) Stolen or attempted to steal school property or private property;
- (h) Possessed, smoked, or used tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. This includes the inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking;
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity;
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
- (k) (1) Disrupted school (-wide) activities (suspension only by an administrator; no expulsion) (grades 9-12);
- (l) Knowingly received stolen school property or private property;
- (m) Possessed an imitation firearm (at an in-person school-sponsored activity);
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery;
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma;
- (q) Engaged in, or attempted to engage in hazing;
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or group of pupils;
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only);
- (t) Committed sexual harassment (grades 4 - 12);
- (u) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4 - 12);
- (v) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4 - 12);
- (w) Made terroristic threats against school officials or school property, or both.

A student identified as an individual with disabilities or for whom CAVA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in affording due process to such students.

(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 reasonably 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 Los Angeles Student Conduct Code

Freedom of speech and expression is valued not only throughout society but also, particularly, in the academic setting. No more is this so than in the classroom.

In 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.
14. Fully participate in the class session as required by the teacher through tools available such as polling, chat, whiteboard, and other activities.
15. Use your webcam to fully engage in the class session. When using the webcam, the school dress code must be followed. The background environment should be free from distractions and appropriate for a school environment. This includes posters/pictures, the attire of others in the household appearing on video, alcohol and drug paraphernalia, and profanity.

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 the problem continues, administrator phone conference
- Possible withdrawal

- Depending on the severity of each action, the 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, 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

The school believes that all students have a right to a safe and healthy school environment. The school and community must promote mutual respect, tolerance, and acceptance.

The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The school expects students and/or staff to report bullying incidents to the principal or designee immediately. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

To ensure bullying does not occur at school, the school will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

- * Students are expected to report bullying incidents to the principal or designee immediately.
- * Students can rely on staff to promptly investigate each complaint of bullying thoroughly and confidentially.
- * If the complainant student or the parent of the student feels that an appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Director.
- * The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- * All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the Parent-Student Handbook.
- * The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- * Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.
- * People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

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.
Added new requirement for Senate Bill 10, passed on October 13, 2023.	March 2024	Add a Procedure for Preventing Opioid and Fentanyl Use and Overdose.
Discussed with educational partners during fall meetings.	November 2024	Updated the following sections so they reflect the changes made to the Parent Student Handbook. School Suspension, Expulsion and Mandatory Expulsion Guidelines School Discipline Rules and Consequences Updated the Procedures for Preventing Acts of Bullying and Cyber-bullying section so it is consistent with the CDE. The Prohibiting Harassment and Bullying Policy was removed from the plan but is still active and included in the Parent Student Handbook. The Safe Storage of Firearms SB906 letter to families was added as an attachment.

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 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 (shrubbbery, 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.

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 the 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 the student as possible, including the location/address of the student.
- Move all other students out of the immediate area (when in-person for an outing or testing) or remove them from the online classroom.
- Please follow the 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 maintains 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 concerned a student is at 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.

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 eyewitness of person or behavior
- Student's verbal statements
- Student's written statements to include things written in/on their assignments

Process

If 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 911/emergency number for authorities.
- Complete the Safety Risk Referral Survey
- 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 School Psychologist will review the information submitted, follow up with authorities and the family as appropriate, and compile a Safety Risk Report. This Report will be shared with the involved staff members and will include recommendations on the next steps, as needed. The report will be filed 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 survey

Please review and follow the disciplinary code of conduct as outlined in the Parent Student Handbook as needed. Refer to FERPA policy for any implications to student records.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

The school's primary goal in the fight against opioids and fentanyl use is prevention.

The school will use the following prevention strategies:

- Creating a supportive, safe, and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Responding to a possible overdose while in the virtual setting.

- o Evaluate for signs of an opioid overdose. (unconsciousness and/or lip turning blue)
- o Follow the Safety Risk Process Live Class Crisis process above.
 - When in-person events without parent involvement resume, the school will reconsider training on responding to possible overdose in-person.

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 a 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 the death happened at the 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 the availability of support services.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact the parents of those students who are affected by the crisis to determine the 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 member's reported death or serious illness in the school community may have a profound effect 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 the 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 discussion for students.
- Prepare a parent/guardian information letter.
- Continue to monitor staff and students for additional support 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.

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: _____

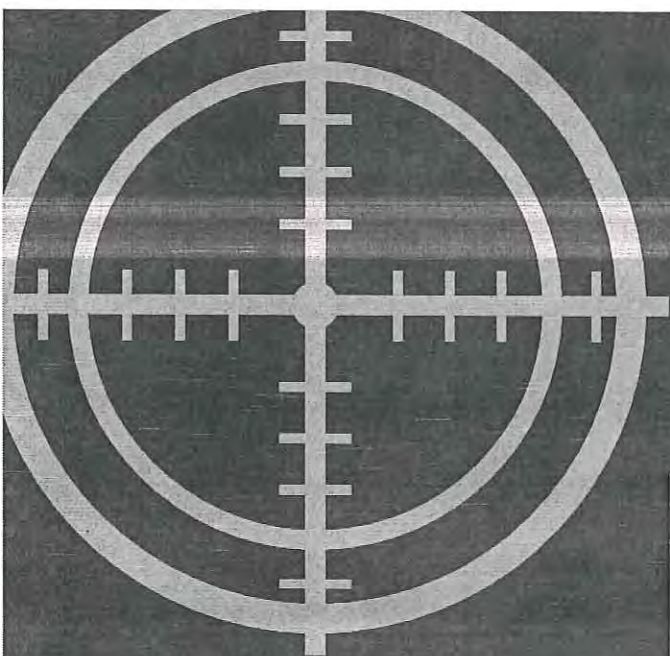
(Adapted from the American Academy of Pediatrics, HEO150)

Please note the following:

ALL MEDICATIONS TO BE ADMINISTERED 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



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.



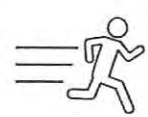
Help law enforcement.



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

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	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud		
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Other Information:



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		AGENCY			
	☐ COUNTY WELFARE / CPS (Child Protective Services)					
	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)	
	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	
	PRIMARY LANGUAGE SPOKEN IN HOME					
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME
	1. _____					3. _____
	2. _____					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)					



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.



50 Moreland Road
Simi Valley, CA 93065
Phone: 805.581.0202
Fax: 805.581.0330
www.caliva.org

The passage of SB 906 requires that schools provide the following notice.

Safe Storage of Firearms – EC 48986, 49391, 49392; Cal. Civ Code 29805, 1714.3

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in California Virtual Academy of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through grade 12 grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of Jan. 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.



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.



Policy: Suicide Prevention/Postvention

- 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



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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.