AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at Maricopa
February 27, 2025
1:00 P.M.

ORIGINAL

Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128 Meeting ID: 344 627 9195
Alternate Locations:
721 Clay Trail, Frazier Park, CA 93225
2252 Seton Ct., Claremont, CA 91711
1950 Wallace Ave. Apt F, Costa Mesa, CA 92627
602 Washington Ave, Taft, CA 93268
1605 N Pine,Santa Maria , CA 93458
10808 Shannon Falls Dr. Bakersfield, Ca 93312

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Virtual Academy Office (805-581-0202). 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 Maricopa does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact California Virtual Academy at Maricopa office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at __1:02__ P.M.

B. ROLL CALL

	Present	Absent
Mr. Kelly Fellows (President)	__X___	_____
Ms. Devon Freitas (Secretary)	__X___	_____
Ms. Carly Parker	__X___	_____
Ms. Heidi Grantham	__X___	_____
Ms. Mirna Chalhoub	__X___	_____
Ms. Yvette Villa	__X___	_____

C. FLAG SALUTE

- Alejandro led (student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: **February 27, 2025 1:00 PM**
During its Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _1:04__PM

Closing of Public Hearing: _1:05__PM

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to

presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

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

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
- LCAP mid-year review
  Lara Titizian shared overview

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

APPROVED

III. CONSENT AGENDA ITEMS

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

IV. SCHEDULED FOR ACTION

A. BUSINESS

APPROVED

Local Control Accountability Plan
- No questions asked.

BDRPT 01

APPROVED

FY 2024-25 Second Interim Budget Update
- No questions asked.

BDRPT 02

APPROVED

Ratification of Disbursements
- No questions asked.

BDRPT 03

B. PERSONNEL

APPROVED

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

BDRPT 04

C. INSTRUCTION AND CURRICULUM

2025-26 School Calendar
- No questions asked.

APPROVED
BDRPT 05

School Accountability Report Card
- No questions asked.

APPROVED
BDRPT 06

E. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _1:30_ P.M.

CALIFORNIA VIRTUAL ACADEMIES™

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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 Maricopa	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	4A. Performance on Statewide assessments. ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 41.2 below English Learners 71.9 below Student with Disabilities 100.6 below Socioeconomically Disadvantaged 49 below African American 51.6 below Hispanic 44.7 below White 37.8 below	2024 55.1 below standard English Learners 94.0 below Long-Term English Learners Student with Disabilities 129.1 below Socioeconomically Disadvantaged 64.8 below African American 98.0 below Hispanic 56.9 below White 39.6 below		See Year 1 Outcome	Increase 20 points overall and in all student groups.
1.2	4A. Performance on Statewide assessments. Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 82.6 below English Learners 110.8 below Student with Disabilities 157.4 below Socioeconomically Disadvantaged 92.6 below African American 98.2 below Hispanic 90.3 below White 72.5below	2024 86.7 below standard English Learners 120.1 below Long-Term English Learners 135.5 below Student with Disabilities 140.5 below Socioeconomically Disadvantaged 95.2 below African American 128.2 below Hispanic 85.5 below White 78.5 below		See Year 1 Outcome	Increase 20 points overall and in all student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	4A. Performance on Statewide assessments. CA Science Test Source: Dataquest	2023 22.1% English Learners 3.0% Student with Disabilities 8.0% Socioeconomically Disadvantaged 8.0% African American 16.7% Hispanic 20.0% White 26.2%	2024 23.6% English Learners 0.0% Student with Disabilities 16.3% Socioeconomically Disadvantaged 19.2% African American 26.1% Hispanic 21.3% White 29.2%		See Year 1 Outcome	Increase 20% overall and in all student groups.
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 17.7% Socioeconomically Disadvantaged 16.7% Hispanic 16.0% White 21.4%	2024 23.9% English Learners 8.3% Socioeconomically Disadvantaged 23.0% Hispanic 17.0% White 28.9%		See Year 1 Outcome	Increase 20% overall and in all student groups.
1.5	CCI Details (4B) a-g Completion (4C) CTE Pathway (4D) Completion Both CTE & a-g Completion (4G) Passage of AP Exam (4H) Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 14.9% CTE Pathway Completion 3.0% CTE SED Only 1.7% Both CTE & a-g Completion 1.5% Passage of AP Exam 1.6% Early Assessment Program (EAP) 24.2%	2024 a-g Completion 17.0% CTE Pathway Completion 6.8% CTE SED Only 2.7% Both CTE & a-g Completion 2.3% Passage of AP Exam 0.0% Early Assessment Program (EAP) 25.0%		See Year 1 Outcome	Increase 20% for each
1.6	4E. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: Dashboard	2023 50.0%	2024 39.7% Long-Term English Learners 38.2%		See Year 1 Outcome	Increase 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	4F. English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Internal	2023 11%	2024 11.8%		Between July 1, 2024 and January 31, 2025, our school has reclassified 7% of English learner students to fluent English proficient (RFEP). 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.	25%
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 53.7% 1st 45.0% 2nd 38.1% K-2 45.6%	2024 K 63.1% 1st 61.8% 2nd 32.6% K-2 52.5%		24-25 Semester 1 TK ESGI 23.1% proficient or advanced (beginning of semester 1) 50% proficient or advanced (end of semester 1) 26.9% increase in the number of students scoring proficient or advanced K-2 is included below in 1.10 Mid-Year Outcome Data	Increase 10% overall and in all student groups
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 47.9%	2024 29.1%		24-25 Semester 1 TK ESGI 50% proficient or advanced (beginning of semester 1)	Increase 10% overall and in all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					80.8% proficient or advanced (end of semester 1) 30.8% increase in the number of students scoring proficient or advanced K-2 is included below in 1.11 Mid-Year Outcome Data	
1.10	8. Reading Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 45.0% English Learners 32.8% Student with Disabilities 48.7% Socioeconomically Disadvantaged 43.6% African American 46.9% Hispanic 37.5% White 44.5%	2024 41.4%		2024-2025 Grades K-12 % of students who demonstrated gains on STAR ELA assessment during the 1st semester 44.4% 49.1% English Learners 42.4% Students with Disabilities 45.6% Socioeconomically Disadvantaged 41.4% African American 46.1% Hispanic 41.3% White	Increase 10% overall and in all student groups
1.11	8. Math Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 49.5% English Learners 47.5% Students with Disabilities 40.5% Socioeconomically Disadvantaged 48.9% African American 49.5%	2024 44.6%		2024-2025 Grades K-12 % of students who demonstrated gains on STAR math assessment during the 1st semester 49.9% 47.4% English Learners	Increase 10% overall and in all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic 49.0% White 48.5%			42.4% Students with Disabilities 49.8% Socioeconomically Disadvantaged 50.9% African American 50.8% Hispanic 48.2% White	

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, 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.	Yes	Ongoing Implementation	Elementary leaders have participated in PD focused on building a collaborative culture, change management, and conflict resolution. 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	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, 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'	$63,623.56	$22357

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
				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 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.	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.		
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	Yes	Ongoing Implementation	Instructional Coaches visited 99.8% of classrooms during quarter one and 99.9%	N/A	$317,482.52	$119922

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
	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.			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.			
1.3	**English Language Support** The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make	Yes	Ongoing Implementation	According to the California school dashboard, 33.9% 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	28% of Long-Term English Learner (LTEL) students increased their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year English Language Development (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.	$195,740.73	$73963

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
	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 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			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 English Learners (ELs). 31% of active ELs that took the mid-year ELD Benchmark Assessment increased one English language proficiency level from their Spring 2024 Summative ELPAC scores. All active ELs will take an end-of-year ELD Benchmark Assessment before taking the Summative ELPAC in Spring 2025.			

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	and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.						
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	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	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	$115,186.08	$95419

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
	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.			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 Lalilo demonstrated gains on the Star 360 Reading assessment. 6-8: 6.4% gains on STAR360 during semester 1 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	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 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.		

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
				during semester 1 5th: 73% gains on STAR360 during semester 1 6-8: 9.3% 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 higher than all students on post-instruction standard mastery assessments.			
1.5	**Career & Technical Education (CTE)** The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media, and Entertainment, Health Science and Medical Technology, and Hospitality, Tourism, and Recreation. The program also offers the students the	Yes	Ongoing Implementation	Overall CTE Course Pass Rate: 12th: 88% 11th: 82% 10th 74% 9th: 73% Special Population Gains: Students with Disabilities	During semester 1 (24-25) students earned many Job Ready and Career Skills certifications, including Adobe Animate, IT Specialist: Cybersecurity, and Entrepreneurship & Small Business. 4 students earned dual enrollment credits between attendance at	$239,263.23	$87415

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
	opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a careers exploration course. Once the course is complete, they can enroll in High School IT and Tech courses for high school credit.			(IEP): 66% (+10%) English Learners (EL): 66% (+8%) Socioeconomically 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 earn certifications in the spring! ASVAB Career Readiness Testing will be available next semester for students exploring military or technical career paths.	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 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.		
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-	No Yes	Fully Implemented	End of Summer 2024 (Increased Proficiency %) ELA Kinder 11% 1st 12%	Students in Tk-2 who are newly enrolling in California Virtual Academies for an upcoming school year, can sign up to participate in a	$79,183.88	$52047

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
	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.			2nd 7% 3rd 1.5% 4th 19.8% 5th 42% 6th 28% 7th 23% Math Kinder 14% 1st 13% 2nd 7% 3rd maintained 4th 6.6% 5th - 45% 6th - 26% 7th - 34% High School Summer Course Pass Rate- 90% Standard Courses 87% Credit Recovery Courses	Jumpstart Summer Program to help get them acclimated. Of the students that participated, an average of 60% of the students ranked the program has beneficial and an average of 85% of parents indicated the program was beneficial. Grades 3-5 Jump Start Program At the end of Q1 - 67% of students that were enrolled in Jumpstart were still enrolled in our program.		
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	Yes	Ongoing Implementation	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	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
	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.			for academic unsuccess 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 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	3A. Efforts the LEA makes to seek parent input in making decisions for the LEA . Summary of the trends and feedback from various parent surveys.	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview 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	Increases opportunities to provide feedback

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	3B. How the LEA will promote parental participation in programs for unduplicated pupils.	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to 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 parental participation in programs for 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	3C. How the LEA will promote parental participation in programs for individuals with exceptional needs.	2023 All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs.	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	Maintain
2.4	6A. Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.5	6B. Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.6	6C. 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.	

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.	$4,499.57	$374
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	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-	$67,157.00	$25587

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
	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.			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	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	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.	$75,165.59	$27463

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
	Identifying and implementing protocols to ensure school and student safety.			We know that when students 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			

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
				Paw Pride/Homeroom 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	1A. Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 1.2% Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 0.3%	2022-2023 Fully Credentialed and Properly Assigned 97.3% Teachers Without Credentials and Misassignment 0% Credentialed Teachers Assigned Out-of-Field 2.1% Unknown/Incomplete 0.6%		See Year 1 Outcome	100%
3.2	1B. Every pupil has sufficient access to standards-aligned instructional materials. Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		See Year 1 Outcome	100%
3.3	1C. School facilities are maintained in good repair.	N/A Virtual	N/A Virtual		See Year 1 Outcome	N/A
3.4	2A. Implementation of the academic content and performance standards adopted by the state board. Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	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	2B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.. 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	7A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	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	7B. 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	7C. Programs and services developed and provided to individuals with exceptional needs.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	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.	$149,255.04	$77595
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	$1,418,447.40	$3891
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.	$230,503.08	$48815

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.	$110,827.86	$46808

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards.		
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	There was a 31.3% 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.	$13,270.86	$7291
3.6	**Staff Training** All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	Yes	Ongoing Implementation	N/A	As new teachers are assigned, they meet with trainers to ensure a smooth transition into our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school. At the beginning of the school year, teachers new to our school received 5 additional days of training before school started.	$61,212.77	$36299

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	5A. School Attendance Rate Source: Internal SIS	2023 96.6% English Learners 95.0% Student with Disabilities 96.0% Socioeconomically Disadvantaged 96.5% African American 96.9% Hispanic 96.5% White 96.6%	2024 96.1% English Learners 95.2% Student with Disabilities 94.2% Socioeconomically Disadvantaged 96.3% African American 97.1% Hispanic 95.7% White 97.8%		2024-2025 Semester 1 97.3% English Learners 97.1% Student with Disabilities 95.8% Socioeconomically Disadvantaged 97.1% African American 97.0% Hispanic 98.0% White 97.1%	98% for all students and all student groups
4.2	5B. Chronic Absenteeism Rate Source: Dashboard	2023 10.0% English Learners 10.8% Students with Disabilities 14.3% Socioeconomically Disadvantaged 11.7% African American 8.9% Hispanic 9.8% White 10.2%	2024 11.9% English Learners 10.8% Long-Term English Learners 15.7% Student with Disabilities 12.3% Socioeconomically Disadvantaged 12.2% Homeless 30.0% African American 9.6% Hispanic 12.4% White 10.0% Asian 20.8%		24-25 Semester 1 6.7% English Learners 4.4% Students with Disabilities 10.4% Socioeconomically Disadvantaged 7.8% African American 7.9% Hispanic 5.3% White 3.6%	8% for all students and all student groups
4.3	5D. High School Dropout Rate Source: SARC	2023 22.6% English Learners N/A Socioeconomically Disadvantaged 22.2%	2024 18.2% English Learners 33.3%		See Year 1 Outcome	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic 12.0% White 28.6%	Socioeconomically Disadvantaged 20.3% Hispanic 25.0% White 10.5%			
4.4	5C. Middle school dropout rates	N/A Since K-12 school, only HS dropout rate is calculated.	N/A Since K-12 school, only HS dropout rate is calculated.		N/A	NA

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: Increase in daily attendance Level 1 5% Level 2 14% Reduction in Non-Compliance	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	$180,143.00	$77476

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
				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 commitments for those students in their class needing additional support to attend and engage in their schoolwork.	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic Absenteeism Rate	N/A	$0.00	$0

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	5E. Graduation Rate Source: Dashboard	2023 79.1% English Learners N/A Socioeconomically Disadvantaged 79.3% Hispanic 88.9% White 73.3%	2024 79.5% English Learners 66.7% Socioeconomically Disadvantaged 78.4% Hispanic 75.0% White 84.2%		See Year 1 Outcome	85%
5.2	High School Course Pass Rate Source: Internal	2023 77.6% English Learners 57.9% Student with Disabilities 69.0% Socioeconomically Disadvantaged 75.1% African American 68.5% Hispanic 65.4% White 67.8%	2024 75.8% English Learners 61.3% Student with Disabilities 58.6% Socioeconomically Disadvantaged 72.0% African American 68.2% Hispanic 73.8% White 78.1%		24-25 Semester 1 84.6% English Learners 66.4% Students with Disabilities 69.2% Socioeconomically Disadvantaged 81.4% African American 86.8% Hispanic 79.8% White 87.0%	85%
5.3	Credit Sufficiency % of students who are credit-sufficient Source: Internal	2023 74.4% English Learners 54.6% Student with Disabilities 61.8% Socioeconomically Disadvantaged 72.4% African American 71.5%	2024 54.6% English Learners 29.8% Student with Disabilities 39.7% Socioeconomically Disadvantaged 52.5% African American 45.4%		24-25 Semester 1 85.5% English Learners 77.4% Students with Disabilities 81.6% Socioeconomically Disadvantaged 84.8% African American 83.3%	80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic 72.0% White 74.8%	Hispanic 51.7% White 56.1%		Hispanic 84.4% White 90.4%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 14.9% English Learners N/A Socioeconomically Disadvantaged 13.8% Hispanic 11.1% White 16.7%	2024 17% English Learners 8.3% Socioeconomically Disadvantaged 16.2% Hispanic 15% White 21.1%		See Year 1 Outcome	30%

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.	$719.39	$315
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	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-	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	$173,094.69	$82655

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
	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.			Year Outcome Data	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.		
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% 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	N/A	$64,621.23	$14788

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
				(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 2.4%.	$33,370.43	$12689

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	19374986	N/A
LCFF Supplemental/Concentration Grants	4510424	649416

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

APPROVED

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: Local Control Accountability Plan

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

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: 5 No: 0 Abstain: 1

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas	X				X	
Heidi Grantham	X					X
Carly Parker	X					
Yvette Villa			X			
Mirna Chalhoub	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 $693,167. 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 $682,843. 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	**Maricopa**	**Maricopa**	**Maricopa**
FY25 S&C Funding	$ 4,510,424	$ 4,248,233	$ (262,191)
FY24 Carryover %	5%	0%	-5%
FY24 Carryover $$	$ 771,667	$ -	$ (771,667)
Total FY25 S&C Funding	**$ 5,282,091**	**$ 4,248,233**	**$ (1,033,858)**
MPP% (Minimum Proportionality Percentage)	36%	30%	-5%
S&C Expenditures	**Maricopa**	**Maricopa**	**Maricopa**
Training	$ 1,251,122	$ 12,846	$ (1,238,277)
Instructional Coaches	$ 312,630	$ 317,483	$ 4,853
EL Support	$ 202,655	$ 195,741	$ (6,915)
Instructional Support (Intervention)	$ 12,245	$ 23,993	$ 11,748
CTE - Career Prep Academy	$ 200,472	$ 225,535	$ 25,063
Summer School	$ -	$ 1,499	$ 1,499
ELD Services	$ 6,845	$ 4,500	$ (2,345)
Engagement	$ 34,895	$ 38,817	$ 3,921
SEL, Prevention, Postvention	$ -	$ -	$ -
Student ISP	$ 150,467	$ 149,255	$ (1,212)
Teacher Salary Increase	$ 178,746	$ 1,418,447	$ 1,239,702
Accountability (incl Student Information System)	$ 172,430	$ 174,751	$ 2,321
Curriculum Specialists	$ 114,055	$ 110,828	$ (3,227)
New Teacher Training	$ 30,803	$ 58,126	$ 27,323
COMPASS	$ 85,618	$ 90,168	$ 4,549
Transcript Evaluation Service	$ 404	$ 719	$ 315
Guidance Counselor	$ 112,527	$ 130,154	$ 17,627
Math/ELA Intervention	$ 30,494	$ 23,442	$ (7,052)
Total S&C Expenditures	**$ 2,896,409**	**$ 2,976,302**	**$ 79,893**
Total S&C Improve Services	**19%**	**21.3%**	**1.8%**
S&C Improved Services	**MA**	**MA**	**MA**
1) Time GE teachers spend on Interventions (Tier 2 &	$ 494,678	$ 693,167	$ 198,489
2) Time GE teachers spend monitoring & supporting	$ 468,146	$ 682,843	$ 214,697
3) Time Leads devote to Teacher Support	$ 61,257	$ -	$ (61,257)
4) Time Leads devote to Attendance & Engagement S	$ 59,643	$ -	$ (59,643)
5) Teacher Salary Increase above Merit (FY23-FY25)	$ 1,301,958	$ -	$ (1,301,958)
TOTAL Percentage Spent to Improve Services	**16%**	**10%**	**-6%**
S&C Estimated to Incr & Improve Services	**35.53%**	**31.09%**	**-4.44%**
FY25 Carryover %	**0.00%**	**0.00%**	**0.00%**
FY25 Carryover $$	**$ -**	**$ -**	**$ -**

CALIFORNIA VIRTUAL ACADEMIES™

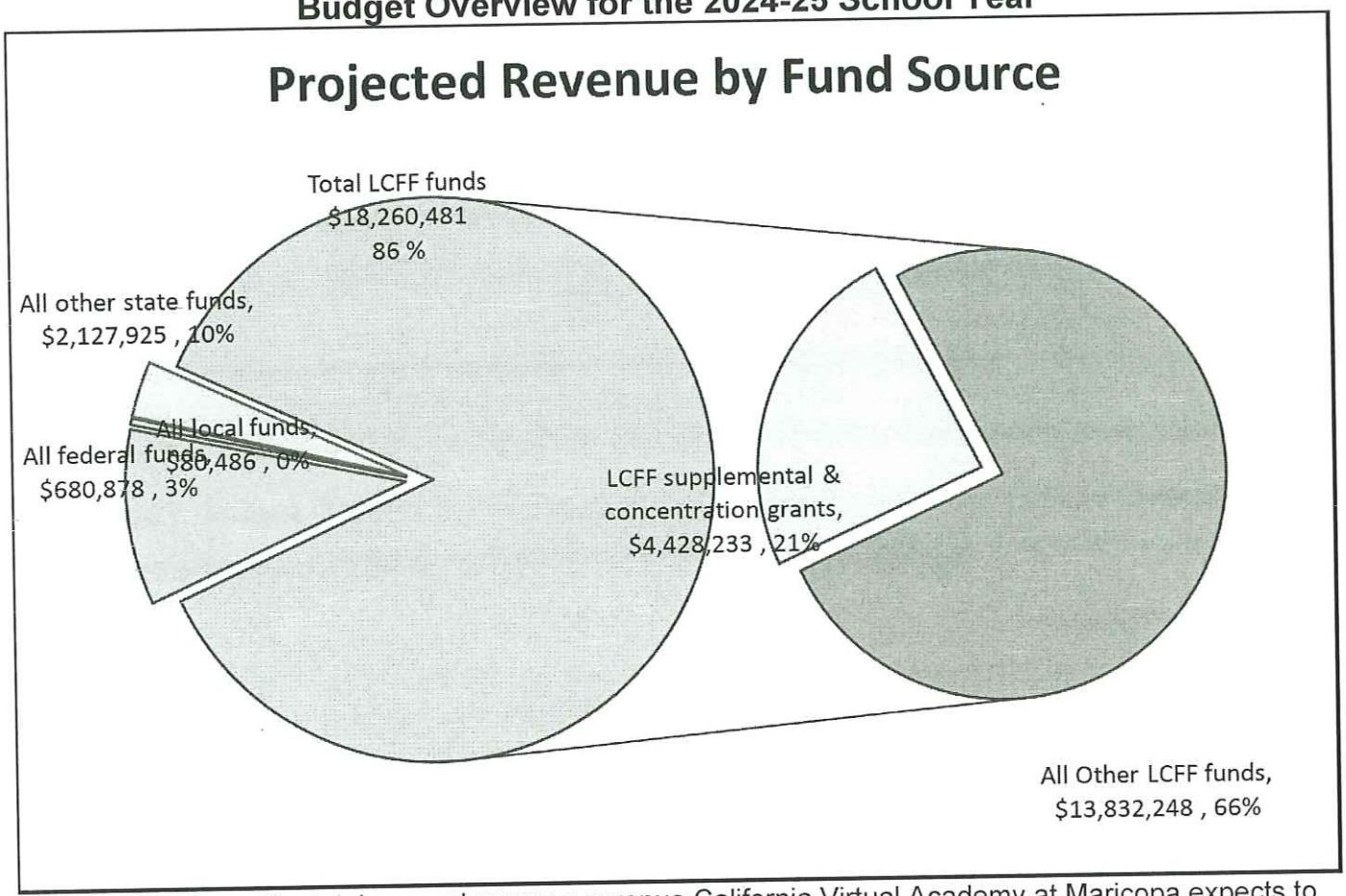
POWERED BY STRIDE K12

LCFF Budget Overview for Parents

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

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

Budget Overview for the 2024-25 School Year

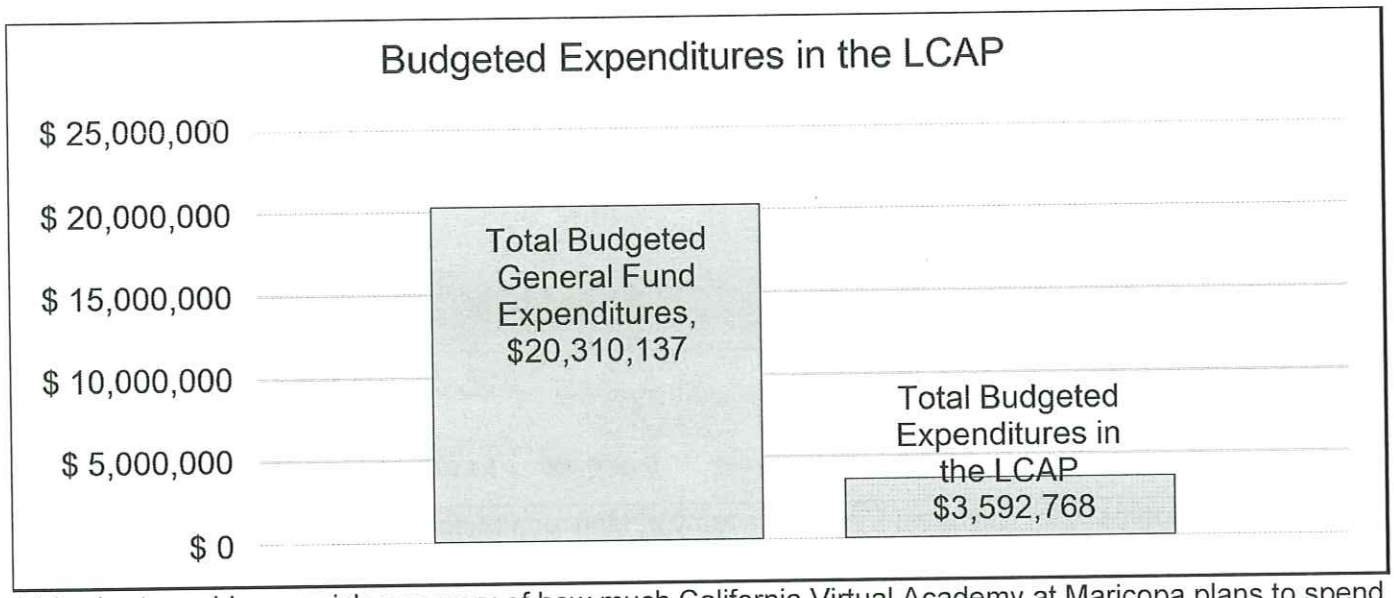


This chart shows the total general purpose revenue California Virtual Academy at Maricopa expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Maricopa is $21,149,770, of which $18,260,481 is Local Control Funding Formula (LCFF), $2,127,925 is other state funds, $80,486 is local funds, and $680,878 is federal funds. Of the $18,260,481 in LCFF Funds, $4,428,233 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: California Virtual Academy at Maricopa plans to spend $20,310,137 for the 2024-25 school year. Of that amount, $3,592,768 is tied to actions/services in the LCAP and $16,717,369 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

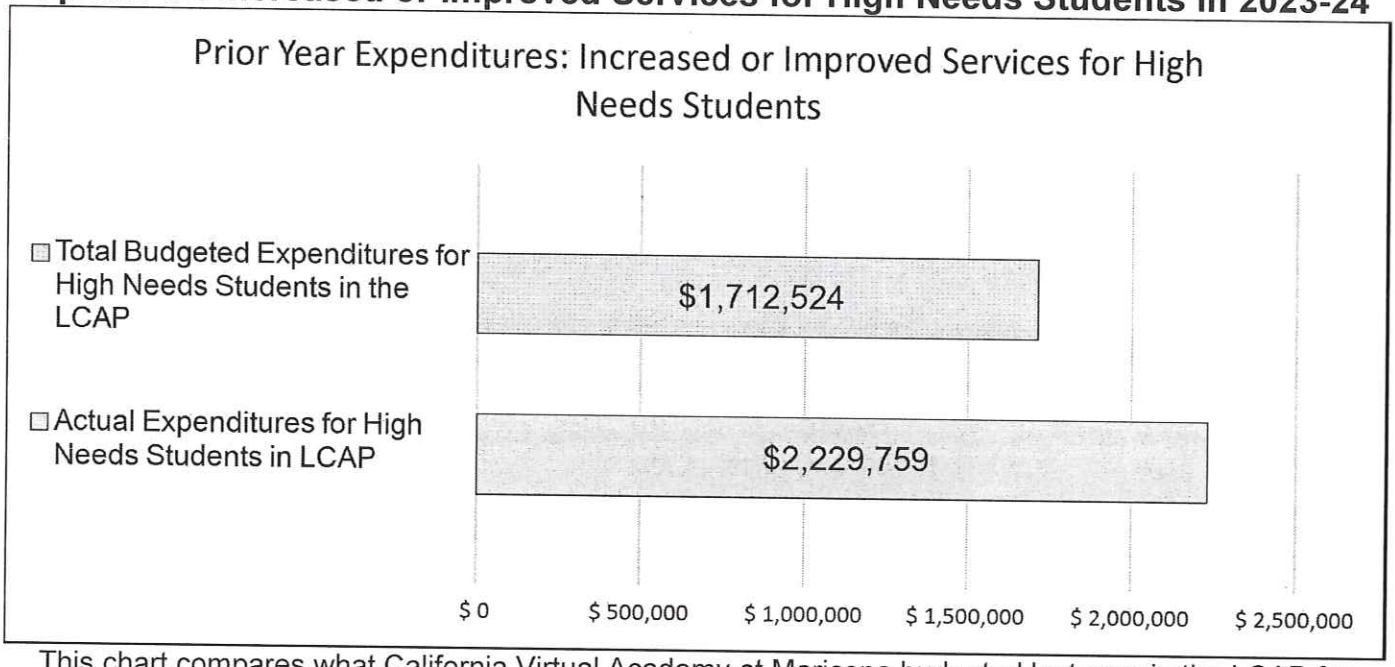
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Virtual Academy at Maricopa is projecting it will receive $4,428,233 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Maricopa must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Maricopa plans to spend $2,976,302 towards meeting this requirement, as described in the LCAP.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, California Virtual Academy at Maricopa's LCAP budgeted $1712524 for planned actions to increase or improve services for high needs students. California Virtual Academy at Maricopa actually spent $2,229,759 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $517,235 had the following impact on California Virtual Academy at Maricopa's ability to increase or improve services for high needs students:

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

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

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



2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

Finance

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

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

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

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

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

Student Demographics (Fall 2023-24)

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

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

Total Enrollment 1,247

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

Collective Commitments

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

Reflections: Annual Performance

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

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

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

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

African American: CAASPP ELA Math

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A. Performance on Statewide assessments. ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 41.2 below English Learners 71.9 below Student with Disabilities 100.6 below Socioeconomically Disadvantaged 49 below African American 51.6 below Hispanic 44.7 below White 37.8 below	2024 55.1 below standard English Learners 94.0 below Long-Term English Learners Student with Disabilities 129.1 below Socioeconomically Disadvantaged 64.8 below African American 98.0 below Hispanic 56.9 below White 39.6 below		Increase 20 points overall and in all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	4A. Performance on Statewide assessments. Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 82.6 below English Learners 110.8 below Student with Disabilities 157.4 below Socioeconomically Disadvantaged 92.6 below African American 98.2 below Hispanic 90.3 below White 72.5below	2024 86.7 below standard English Learners 120.1 below Long-Term English Learners 135.5 below Student with Disabilities 140.5 below Socioeconomically Disadvantaged 95.2 below African American 128.2 below Hispanic 85.5 below White 78.5 below		Increase 20 points overall and in all student groups.	
1.3	4A. Performance on Statewide assessments. CA Science Test Source: Dataquest	2023 22.1% English Learners 3.0% Student with Disabilities 8.0% Socioeconomically Disadvantaged 8.0% African American 16.7% Hispanic 20.0% White 26.2%	2024 23.6% English Learners 0.0% Student with Disabilities 16.3% Socioeconomically Disadvantaged 19.2% African American 26.1% Hispanic 21.3% White 29.2%		Increase 20% overall and in all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 17.7% Socioeconomically Disadvantaged 16.7% Hispanic 16.0% White 21.4%	2024 23.9% English Learners 8.3% Socioeconomically Disadvantaged 23.0% Hispanic 17.0% White 28.9%		Increase 20% overall and in all student groups.	
1.5	CCI Details (4B) a-g Completion (4C) CTE Pathway (4D) Completion Both CTE & a-g Completion (4G) Passage of AP Exam (4H) Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 14.9% CTE Pathway Completion 3.0% CTE SED Only 1.7% Both CTE & a-g Completion 1.5% Passage of AP Exam 1.6% Early Assessment Program (EAP) 24.2%	2024 a-g Completion 17.0% CTE Pathway Completion 6.8% CTE SED Only 2.7% Both CTE & a-g Completion 2.3% Passage of AP Exam 0.0% Early Assessment Program (EAP) 25.0%		Increase 20% for each	
1.6	4E. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: Dashboard	2023 50.0%	2024 39.7% Long-Term English Learners 38.2%		Increase 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	4F. English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Internal	2023 11%	2024 11.8%		25%	
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 53.7% 1st 45.0% 2nd 38.1% K-2 45.6%	2024 K 63.1% 1st 61.8% 2nd 32.6% K-2 52.5%		Increase 10% overall and in all student groups	
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 47.9%	2024 29.1%		Increase 10% overall and in all student groups	
1.10	8. Reading Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment.	2023 45.0% English Learners 32.8% Student with Disabilities 48.7% Socioeconomically Disadvantaged 43.6% African American 46.9% Hispanic 37.5% White 44.5%	2024 41.4%		Increase 10% overall and in all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal					
1.11	8. Math Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 49.5% English Learners 47.5% Students with Disabilities 40.5% Socioeconomically Disadvantaged 48.9% African American 49.5% Hispanic 49.0% White 48.5%	2024 44.6%		Increase 10% overall and in all student groups	

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.	$63,623.56	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.	$317,482.52	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content	$195,740.73	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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,		

Action #	Title	Description	Total Funds	Contributing
		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 techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.	$115,186.08	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media, and Entertainment, Health Science and Medical Technology, and Hospitality, Tourism, and Recreation. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a careers exploration course. Once the course is complete, they can enroll in High School IT and Tech courses for high school credit.	$239,263.23	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 opportunity to meet other students and begin to feel a part of the school community.	$79,183.88	No Yes

Action #	Title	Description	Total Funds	Contributing
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 wit information and resources to support student learning. The home language of all English learners and those EL reclassified is 14% Spanish and 18% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 80% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	3A. Efforts the LEA makes to seek parent input in making decisions for the LEA . Summary of the trends and feedback from various parent surveys.	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."		Increases opportunities to provide feedback	

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessments, and online school activities.			
2.3	3C. How the LEA will promote parental participation in programs for individuals with exceptional needs.	2023 All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs.	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).		Maintain	
2.4	6A. Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	
2.5	6B. Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	
2.6	6C. Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1%	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.	

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			

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.	$4,499.57	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.	$67,157.00	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,	$75,165.59	No

Action #	Title	Description	Total Funds	Contributing
		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.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1A. Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 1.2%	2022-2023 Fully Credentialed and Properly Assigned 97.3% Teachers Without Credentials and Misassignment 0% Credentialed Teachers		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 0.3%	Assigned Out-of-Field 2.1% Unknown/Incomplete 0.6%			
3.2	1B. Every pupil has sufficient access to standards-aligned instructional materials. Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		100%	
3.3	1C. School facilities are maintained in good repair.	N/A Virtual	N/A Virtual		N/A	
3.4	2A. Implementation of the academic content and performance standards adopted by the state board. Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	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) World Language Beginning Development (2)		Full Implementation and Sustainability (5)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	2B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content 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	7A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French.	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.		Maintain Offerings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students in grades TK-8 are offered a new grade-specific art and music course each year.	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	7B. 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	7C. Programs and services developed and provided to individuals with exceptional needs.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some	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		Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services are provided in person by outside vendors.	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.	$149,255.04	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$1,418,447.40	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 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,	$230,503.08	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$110,827.86	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.	$13,270.86	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 provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	$61,212.77	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5A. School Attendance Rate Source: Internal SIS	2023 96.6% English Learners 95.0% Student with Disabilities 96.0% Socioeconomically Disadvantaged 96.5% African American 96.9% Hispanic 96.5% White 96.6%	2024 96.1% English Learners 95.2% Student with Disabilities 94.2% Socioeconomically Disadvantaged 96.3% African American 97.1% Hispanic 95.7% White 97.8%		98% for all students and all student groups	
4.2	5B. Chronic Absenteeism Rate	2023 10.0%	2024 11.9%		8% for all students and all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	English Learners 10.8% Students with Disabilities 14.3% Socioeconomically Disadvantaged 11.7% African American 8.9% Hispanic 9.8% White 10.2%	English Learners 10.8% Long-Term English Learners 15.7% Student with Disabilities 12.3% Socioeconomically Disadvantaged 12.2% Homeless 30.0% African American 9.6% Hispanic 12.4% White 10.0% Asian 20.8%			
4.3	5D. High School Dropout Rate Source: SARC	2023 22.6% English Learners N/A Socioeconomically Disadvantaged 22.2% Hispanic 12.0% White 28.6%	2024 18.2% English Learners 33.3% Socioeconomically Disadvantaged 20.3% Hispanic 25.0% White 10.5%		10%	
4.4	5C. Middle school dropout rates	N/A Since K-12 school, only HS dropout rate is calculated.	N/A Since K-12 school, only HS dropout rate is calculated.		NA	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	$180,143.00	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5E. Graduation Rate Source: Dashboard	2023 79.1% English Learners N/A Socioeconomically Disadvantaged 79.3% Hispanic 88.9% White 73.3%	2024 79.5% English Learners 66.7% Socioeconomically Disadvantaged 78.4% Hispanic 75.0% White 84.2%		85%	
5.2	High School Course Pass Rate Source: Internal	2023 77.6% English Learners 57.9% Student with Disabilities 69.0%	2024 75.8% English Learners 61.3% Student with Disabilities 58.6%		85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 75.1% African American 68.5% Hispanic 65.4% White 67.8%	Socioeconomically Disadvantaged 72.0% African American 68.2% Hispanic 73.8% White 78.1%			
5.3	Credit Sufficiency % of students who are credit-sufficient Source: Internal	2023 74.4% English Learners 54.6% Student with Disabilities 61.8% Socioeconomically Disadvantaged 72.4% African American 71.5% Hispanic 72.0% White 74.8%	2024 54.6% English Learners 29.8% Student with Disabilities 39.7% Socioeconomically Disadvantaged 52.5% African American 45.4% Hispanic 51.7% White 56.1%		80%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 14.9% English Learners N/A Socioeconomically Disadvantaged 13.8% Hispanic 11.1% White 16.7%	2024 17% English Learners 8.3% Socioeconomically Disadvantaged 16.2% Hispanic 15% White 21.1%		30%	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$719.39	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	$173,094.69	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
5.3	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	$64,621.23	Yes
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	$33,370.43	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,248,233	$479,074.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.348%	0.000%	$0.00	30.348%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. **Scope:** LEA-wide	increasing overall CTE Completion rates for all students.	
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,	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
	Anthony S., et al. 2010). The unduplicated students are 80.2% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education. **Scope:** LEA-wide		
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year.	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.

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		
3.3	**Action:** Equity, Access & Accountability **Need:** There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 78%, while it is only 58% for English learners and 75% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.?	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.4	**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	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it, however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational

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
	provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard) and English learners (72 below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard) and English learners (111 below standard) are below all students (83 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide		partners regarding the implementation and access of standards and a broad course of study.
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.

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		
4.1	**Action:** Compass **Need:** The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (12%) is higher than all students, 10%. The attendance rate of English learners, 95%, is lower than all students, 97%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	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 students; however, it will also benefit all students who are not participating in school.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.
5.2	**Action:** Guidance Program **Need:** The course pass rate for all students is 78%, the student group of English learners is 58%, and socioeconomically disadvantaged is 75%. The credit sufficiency for English learners (55%) and socioeconomically disadvantaged (72%) are below all students (74%). Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is being provided on an LEA-wide basis to maximize their impact in increasing overall graduation rates 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
	(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 groups Student with Disabilities African American High school students cannot graduate without completing math and ELA courses. The course pass rate for all students is 78%, the student group of English learners is 58%, and socioeconomically disadvantaged is 75%. The credit sufficiency for English learners (55%) and socioeconomically disadvantaged (72%) are below all students (74%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** LEA-wide	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.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Support **Need:** English learners (EL) increased in English language proficiency by 11%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency in English is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	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.
1.7	**Action:** Instructional Intervention **Need:**	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	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The CAASPP data shows the student groups of socioeconomically disadvantaged (49 below standard), English learners (72 below standard), are below all students (41 below standard) in ELA. The overall ELA was 28 points below the state average. The CAASPP data also shows the student groups of socioeconomically disadvantaged (93 below standard), English learners (111 below standard), are below all students (83 below standard) in math. English learners are indicated in Red on the Dashboard. The overall in Math was 34 points below the state average. Star360 data for K-2 shows the student groups of English Learners, Socioeconomically Disadvantages, were lower than all students in ELA and 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)	to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	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 14.3% Spanish and 19.9% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need.	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)		
3.1	**Action:** Student ISP **Need:** Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, they sometimes find that is is 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 **Need:** The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (12%) is higher than all	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students, 10%. The attendance rate of English learners, 95%, is lower than all students, 97%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	Credit sufficiency rate for students transferring from a non-US school will be used to monitor progress, as well as, feedback from staff and families.

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

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 $693,167. 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 $682,843. 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	$13,998,442	4,248,233	30.348%	0.000%	30.348%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,976,301.74	$104,201.56	$0.00	$512,264.61	$3,592,767.91	$3,257,722.43	$335,045.48

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$16,823.20	$46,800.36	$12,845.92	$27,044.66		$23,732.98	$63,623.56	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$317,482.52	$0.00	$317,482.52				$317,482.52	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$193,963.46	$1,777.27	$195,740.73				$195,740.73	
1	1.4	Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$94,026.23	$21,159.85	$23,993.25	$16,754.39		$74,438.44	$115,186.08	0%
1	1.5	Career & Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	MS & HS	24-25	$232,428.79	$6,834.44	$225,534.89			$13,728.34	$239,263.23	
1	1.6	Summer School	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$79,183.88	$0.00	$1,498.67	$1,256.81		$76,428.40	$79,183.88	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	24-25								4.95%
2	2.1	English Language Services	English Learners	Yes	Limited to Undupli	English Learners	All Schools	24-25	$0.00	$4,499.57	$4,499.57				$4,499.57	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
2	2.2	Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$33,549.23	$33,607.77	$38,816.64			$28,340.36	$67,157.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	24-25	$68,797.25	$6,368.34		$2,988.57		$72,177.02	$75,165.59	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	$0.00	$149,255.04	$149,255.04				$149,255.04	
3	3.2	High Quality Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$1,418,043.30	$404.10	$1,418,447.40				$1,418,447.40	0%
3	3.3	Equity, Access & Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$191,818.04	$38,685.04	$174,751.06	$22,786.70		$32,965.32	$230,503.08	
3	3.4	Curriculum Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$110,827.86	$0.00	$110,827.86				$110,827.86	
3	3.5	MKV/FY	All	No			All Schools	24-25	$10,425.44	$2,845.42				$13,270.86	$13,270.86	
3	3.6	Staff Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$58,125.62	$3,087.15	$58,125.62			$3,087.15	$61,212.77	
4	4.1	Compass	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$179,823.16	$319.84	$90,167.51			$89,975.49	$180,143.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	24-25	$0.00	$0.00	$0.00				$0.00	4.88%
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated	English Learners	High School	24-25	$0.00	$719.39	$719.39				$719.39	

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
					Student Group(s)											
5	5.2	Guidance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools High School	24-25	$173,094.69	$0.00	$130,153.67			$42,941.02	$173,094.69	
5	5.3	Math/ELA Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools High School	24-25	$64,621.23	$0.00	$23,442.00			$41,179.23	$64,621.23	
5	5.4	A-G Completion	All	No			All Schools	24-25	$14,688.53	$18,681.90		$33,370.43			$33,370.43	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,998,442	4,248,233	30.348%	0.000%	30.348%	$2,976,301.74	9.830%	31.092 %	Total:	$2,976,301.74
								LEA-wide Total:	$2,626,087.01
								Limited Total:	$350,214.73
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$12,845.92	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$317,482.52	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$195,740.73	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$23,993.25	0%
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	MS & HS	$225,534.89	
1	1.6	Summer School	Yes	LEA-wide	English Learners Low Income		$1,498.67	
1	1.7	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		4.95%
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,499.57	

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	2.2	Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$38,816.64	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$149,255.04	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$1,418,447.40	0%
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	$174,751.06	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$110,827.86	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Low Income	All Schools	$58,125.62	
4	4.1	Compass	Yes	LEA-wide	English Learners Low Income	All Schools	$90,167.51	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$0.00	4.88%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School	$719.39	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Low Income	All Schools High School	$130,153.67	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools High School	$23,442.00	

2023-24 Annual Update Table

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP Reimbursement	Yes	$160,899.44	148,020.36
3	3.2	Highly Qualified Credentialed Teachers	Yes	$202,536.21	-128,820.66
3	3.3	Accountability	Yes	$74,337.45	79,687.09
3	3.4	Curriculum Specialists	Yes	$87,488.43	89,245.27
3	3.5	McKinney Vento/Foster Youth Support	No	$8,767.00	12,781.09
3	3.6	New Teacher Training	Yes	$56,637.93	34,157.87
3	3.7	HS Scheduling	Yes	$21,362.87	18,988.75
4	4.1	Compass	Yes	$145,975.02	159,905.44
4	4.2	Attendance Interventions	Yes		
4	4.3	EL Engagement Support		$0.00	0.00
5	5.1	Graduation Coaches & Freshman Support Specialist	Yes	$76,045.57	78,451.98
5	5.2	Transcript Evaluation Service	Yes	$711.79	1,086.79
5	5.3	Guidance Program	Yes	$39,378.09	39,572.59
5	5.5	Math/ELA Intervention	Yes	$134,517.65	68,751.59

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

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,011,667	$1,712,523.85	$2,229,758.87	($517,235.02)	15.660%	16.030%	0.370%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$205,422.76	47,927.34		
1	1.2	Assessments	Yes	$27,158.51	27,094.06		
1	1.3	Academic Administrators	Yes	$44,167.31	40,172.20		
1	1.4	English Learner Interventions and Support	Yes	$152,403.99	152,363.36		
1	1.6	Instructional Coaches	Yes	$234,050.39	240,027.86		
1	1.7	Summer School	Yes	$30,278.93	28,242.03		
1	1.8	Career & Technical Education (CTE)	Yes	$160,172.46	155,864.95		
1	1.9	Instructional Support	Yes	$52,838.43	33,762.33	2.65%	4.24%
2	2.2	English Language Services	Yes	$2,502.38	2,803.60		
2	2.3	Engagement and Communication	Yes	$29,078.24	20,535.55		
3	3.1	Student ISP Reimbursement	Yes	$160,899.44	182,496.17		
3	3.2	Highly Qualified Credentialed Teachers	Yes	$202,536.21	876,612.65	10.87%	7.90%
3	3.3	Accountability	Yes	$62,204.45	81,316.58		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Curriculum Specialists	Yes	$87,488.43	93,411.98		
3	3.6	New Teacher Training	Yes	$56,637.93	36,509.13		
3	3.7	HS Scheduling	Yes	$19,520.87	14,205.79		
4	4.1	Compass	Yes	$70,267.02	83,145.43		
4	4.2	Attendance Interventions	Yes			2.14%	3.89%
5	5.1	Graduation Coaches & Freshman Support Specialist	Yes	$35,151.57	35,894.09		
5	5.2	Transcript Evaluation Service	Yes	$711.79	682.69		
5	5.3	Guidance Program	Yes	$39,378.09	40,683.29		
5	5.5	Math/ELA Intervention	Yes	$39,654.65	36,007.79		
5	5.7	EL Classes	Yes	$0.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,573,335	$4,011,667	.43%	29.985%	$2,229,758.87	16.030%	32.457%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2023

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: Fiscal Year 2024-25 Second Interim Budget Update

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Maricopa 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 1,310 students. The current P2 ADA estimate for California Virtual Academy at Maricopa has decreased to 1,247 students, which is expected to generate $21,149,770 in funding. The current budget anticipates an ending fund balance of $1,713,650, which includes an estimated surplus of $839,632 in the current fiscal year, which California Virtual Academy at Maricopa will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $21,149,770. The school anticipates an ending fund balance of $1,713,650 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 Maricopa.

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	Francis "Paco" Burke
Head of School	Chief Business Official

PRESENTED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 5 No: 0 Abstain: 1

Approved: _Yes__ **Witnessed:** Cassy Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X				X	
Devon Freitas	X					X
Heidi Grantham	X					
Carly Parker	X					
Yvette Villa			X			
Mirna Chalhoub	X					

California Virtual Academy at Maricopa

Board Presentation

Fiscal Year 2024-25

Second Interim Budget

CALIFORNIA
VIRTUAL
ACADEMIES

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

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

Category	Current	Incr (Decr)	Reason
ADA	1,307	(60)	-4.6% decrease compared to Fiscal Year 2024-25 First Interim Budget
LCFF Revenue	$ 18,260,481	$ (854,729)	Decrease primarily due to decrease in estimated P2 ADA
Restricted Revenue	$ 2,808,803	$ 83,753	Increase primarily due to an an increase in planned one-time state restricted funding expenditures, partially offset by decrease in actual ESSER expenditures
Expenses	$ 20,310,137	$ (640,853)	Primarily due to a rate driven decrease in student materials and services, and an estimated decrease in SpEd contracted services, all of which partially offset by an in increase in one-time compensation for all employees

Fiscal Year 2024-25 Second Interim Budget Highlights

SB740	48.60%	Certificated salaries and benefits, as a percent of revenue, is 8.6% higher than required
	80.28%	Instruction and instruction-related services, as a percent of revenue, is 0.3% 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 Academy at Maricopa

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		1,310	1,307	1,247	(60)	-4.59%	a
A. REVENUES							
1. LCFF/Revenue Limit Sources	8010-8099	$ 19,374,986	$ 19,115,210	$ 18,260,481	$ (854,729)	-4.47%	b
2. Federal Revenues	8100-8299	753,926	832,431	680,878	(151,553)	-18.21%	c
3. Other State Revenues	8300-8599	1,521,193	1,892,620	2,127,925	235,305	12.43%	d
4. Other Local Revenues	8600-8799	53,431	31,933	80,486	48,553	152.05%	e
5. TOTAL REVENUES		**$ 21,703,536**	**$ 21,872,193**	**$ 21,149,770**	**$ (722,424)**	**-3.30%**	
B. EXPENDITURES							
1. Certficated Salaries	1000-1999	$ 7,401,837	$ 7,277,300	$ 7,425,284	$ 147,984	2.03%	f
2. Non-certificated Salaries	2000-2999	406,602	344,427	358,191	13,764	4.00%	g
3. Employee Benefits	3000-3999	2,150,028	2,294,145	2,229,056	(65,089)	-2.84%	h
4. Books and Supplies	4000-4999	3,974,038	3,937,134	3,407,009	(530,124)	-13.46%	i
5. Services and Other Operating Expenditures	5000-5999	6,790,783	7,064,961	6,861,031	(203,930)	-2.89%	j
6. Capital Outlay	6000-6999	36,494	33,024	29,565	(3,458)	-10.47%	k
7. Other Outgo	7100-7499	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 20,759,782**	**$ 20,950,990**	**$ 20,310,137**	**$ (640,853)**	**-3.06%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		**943,754**	**921,203**	**839,632**	**(81,571)**	-8.85%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		**943,754**	**921,203**	**839,632**	**(81,571)**	-8.85%	

EXPLANATION OF VARIANCES:

- a -4.6% 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 actual ESSER expenditures, partially offset by an increase in planned Title spending
- d Increase primarily due to an an increase in planned one-time state restricted funding expenditures, partially offset by an enrollment driven decrease in State SpEd funding
- e Estimated increase 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 a decrease actual ESSER expenditures and a decrease in estimated SpEd contracted services expenditures
- k Due to estimated decrease in asset purchases - employee computers and technology

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25
Second Interim Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	6,074,094
Cert. Supervisors' and Admin. Salaries	1300	$	301,763
Additional Certificated Personnel Pay	1900	$	1,049,427
Certificated Employee Benefits	3000-3999	$	2,066,427
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	748,172
Certificated Staff Cost		**$**	**10,239,883**
Non-Certificated Support Salaries	2200	$	358,191
Non-Certificated Employee Benefits	3000-3999	$	162,629
Approved Textbooks and Core Curricula Materials	4100	$	3,276,465
Materials and Supplies	4300	$	130,544
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	83,130
Travel and Conferences	5200	$	93,839
Inst. Computers/Printers/Leasing	5600	$	884,816
Contract - Student Instructional Technology (7%)	5800	$	1,449,485
Other Instructional and Operating Expenditures	5800	$	10,499
ISP Services/Telephone	5900	$	224,034
Instruction & Instruction-Related Costs		**$**	**6,673,634**
Total Instructional Cost		**$**	**16,913,517**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 10,239,883	$ 21,069,284	48.60%
B. Total Instructional Costs	$ 16,913,517	$ 21,069,284	80.28%
C. PTR (Pupil-Teacher Ratio)	**19.49**	**: 1**	

Note:

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

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

K12 Invoice Credit Methodology

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

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,691,901	$ -	$ 2,691,901
Technology Fees (7%)	$ 1,449,485	$ -	$ 1,449,485
OLS - Curriculum & Development	$ 2,530,553	$ -	$ 2,530,553
Instruction Materials	$ 624,734	$ -	$ 624,734
Inst. Computers/Printers/Leasing	$ 858,220	$ -	$ 858,220
Total Net K12, Inc.-Related Expenditures	**$ 8,154,892**	**$ -**	**$ 8,154,892**

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

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

To the entity that approved the charter school:

(___) 2024-25 CHARTER SCHOOL 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 27, 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:	For Charter School:
Michael Coleman	Francis "Paco" Burke
Name	Name
Superintendent	Chief Business Official
Title	Title
661-979-2658	805.232.4142
Phone	Phone
mcoleman@musd.email	fburke@caliva.org
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2023-24 SECOND INTERIM - SUMMARY

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

Description	Object Code	2024-25 First Interim (X)	2024-25 Second Interim (Z)	First Interim vs. Second Interim Increase (Decrease) $ Difference (Z) vs. (X)	First Interim vs. Second Interim Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	19,115,210	18,260,481	-854,729	-4.47%
2. Federal Revenues	8100-8299	832,431	680,878	-151,553	-18.21%
3. Other State Revenues	8300-8599	1,892,620	2,127,925	235,305	12.43%
4. Other Local Revenues	8600-8799	31,933	80,486	48,553	152.05%
5. TOTAL REVENUES		21,872,193	21,149,770	-722,424	-3.30%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	7,277,300	7,425,284	147,984	2.03%
2. Non-certificated Salaries	2000-2999	344,427	358,191	13,764	4.00%
3. Employee Benefits	3000-3999	2,294,145	2,229,056	-65,089	-2.84%
4. Books and Supplies	4000-4999	3,937,134	3,407,009	-530,124	-13.46%
5. Services and Other Operating Expenditures	5000-5999	7,064,961	6,861,031	-203,930	-2.89%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	33,024	29,565	-3,458	-10.47%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		20,950,990	20,310,137	-640,853	-3.06%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		921,203	839,632	-81,571	-8.85%
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)		921,203	839,632	-81,571	-8.85%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance	9791	871,001	871,001	0	0.00%
a. As of July 1	9793, 9795	3,017	3,017	0	0.00%
b. Adjustments to Beginning Balance		874,018	874,018		
c. Adjusted Beginning Balance		1,795,222	1,713,650		
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	1,795,222	1,713,650	(81,571)	-5%

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Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	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	16,900,383	-	16,900,383	9,638,921	-	9,638,921	15,725,077	-	15,725,077
Education Protection Account State Aid - Current Year	8012	2,021,567	-	2,021,567	1,260,196	-	1,260,196	2,342,144	-	2,342,144
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	193,260	-	193,260	113,050	-	113,050	193,260	-	193,260
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		19,115,210	-	19,115,210	11,012,167	-	11,012,167	18,260,481	-	18,260,481
2. Federal Revenues										
No Child Left Behind	8290	-	437,057	437,057	-	197,793	197,793	-	418,523	418,523
Special Education - Federal	8181, 8182	-	219,034	219,034	-	-	-	-	210,415	210,415
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	176,340	176,340	-	17,236	17,236	-	51,940	51,940
Total, Federal Revenues		-	832,431	832,431	-	215,029	215,029	-	680,878	680,878
3. Other State Revenues										
Special Education - State	StateRevSE	-	1,241,357	1,241,357	-	1,094,750	1,094,750	-	1,184,418	1,184,418
All Other State Revenues	StateRevAO	305,820	345,443	651,263	201,211	116,207	317,418	304,971	638,536	943,507
Total, Other State Revenues		305,820	1,586,800	1,892,620	201,211	1,210,956	1,412,167	304,971	1,822,954	2,127,925
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	31,933	-	31,933	49,038	-	49,038	80,486	-	80,486
Total, Local Revenues		31,933	-	31,933	49,038	-	49,038	80,486	-	80,486
5. TOTAL REVENUES		19,452,963	2,419,230	21,872,193	11,262,415	1,425,985	12,688,401	18,645,937	2,503,832	21,149,770
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	4,623,115	1,144,010	5,767,125	2,773,821	370,722	3,144,543	4,807,432	1,266,662	6,074,094
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	178,894	137,152	316,046	102,683	73,345	176,028	176,028	125,734	301,763
Other Certificated Salaries	1900	1,062,049	132,080	1,194,128	-	-	-	925,190	124,237	1,049,427
Total, Certificated Salaries		5,864,058	1,413,242	7,277,300	2,876,504	444,067	3,320,572	5,908,650	1,516,634	7,425,284
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	131,941	212,486	344,427	64,534	125,482	190,016	121,650	236,541	358,191
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		131,941	212,486	344,427	64,534	125,482	190,016	121,650	236,541	358,191
3. Employee Benefits										
STRS	3101-3102	1,120,035	269,929	1,389,964	531,388	102,841	634,229	1,128,552	289,677	1,418,229
PERS	3201-3202	35,690	57,477	93,167	17,456	33,943	51,399	32,906	63,984	96,891
OASDI / Medicare / Alternative	3301-3302	119,124	19,657	138,781	72,832	16,986	89,819	126,240	29,442	155,683
Health and Welfare Benefits	3401-3402	476,034	84,589	560,623	393,594	68,851	462,444	416,385	58,450	474,835
Unemployment Insurance	3501-3502	25,906	3,675	29,582	10,662	2,102	12,764	18,480	3,643	22,124
Workers' Compensation Insurance	3601-3602	71,835	10,191	82,027	29,539	5,823	35,363	51,201	10,094	61,294
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,848,625	445,520	2,294,145	1,055,473	230,546	1,286,018	1,773,766	455,291	2,229,056
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	3,705,934	59,827	3,765,761	1,982,961	13,745	1,996,706	3,253,911	22,554	3,276,465
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	153,488	17,885	171,373	4,384	443	4,827	118,560	11,984	130,544
Noncapitalized Equipment	4400	-	-	-	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		3,859,422	77,712	3,937,134	1,987,345	14,188	2,001,533	3,372,471	34,539	3,407,009

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Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	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	-	901,211	901,211	-	417,582	417,582	-	831,302	831,302
Travel and Conferences	5200	35,063	145,706	180,769	5,639	12,287	17,925	29,518	64,321	93,839
Dues and Memberships	5300	33,985	3,754	37,739	10,122	1,407	11,529	36,723	5,104	41,827
Insurance	5400	26,907	-	26,907	13,534	-	13,534	26,323	-	26,323
Operations and Housekeeping Services	5500	13,488	-	13,488	3,251	-	3,251	13,323	-	13,323
Rentals, Leases, Repairs, and Noncap. Improvements	5600	891,085	-	891,085	530,940	-	530,940	884,816	-	884,816
Transfers of Direct Costs	5700	-	-	-	-	-		-	-	
Professional/Consulting Services and Operating Expend.	5800	4,775,455	7,496	4,782,951	2,688,631	178,307	2,866,939	4,450,419	295,147	4,745,567
Communications	5900	227,905	2,905	230,810	123,503	2,120	125,623	220,253	3,780	224,034
Total, Services and Other Operating Expenditures		6,003,888	1,061,073	7,064,961	3,375,621	611,702	3,987,324	5,661,376	1,199,655	6,861,031
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*	33,024	-	33,024	16,966	-	16,966	29,565	-	29,565
Total, Capital Outlay		33,024	-	33,024	16,966	-	16,966	29,565	-	29,565
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		17,740,958	3,210,032	20,950,990	9,376,443	1,425,985	10,802,429	16,867,478	3,442,659	20,310,137
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,712,005	(790,802)	921,203	1,885,972	-	1,885,972	1,778,459	(938,827)	839,632
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	(790,802)	790,802	-	-	-	-	(938,827)	938,827	-
4. TOTAL OTHER FINANCING SOURCES / USES		(790,802)	790,802	-	-	-	-	(938,827)	938,827	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		921,203	-	921,203	1,885,972	-	1,885,972	839,632	-	839,632
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	871,001	-	871,001	871,001	-	871,001	871,001	-	871,001
b. Adjustments to Beginning Balance	9793, 9795	3,017	-	3,017	3,017	-	3,017	3,017	-	3,017
c. Adjusted Beginning Balance		874,018	-	874,018	874,018	-	874,018	874,018	-	874,018
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,795,222	-	1,795,222	2,759,990	-	2,759,990	1,713,650	-	1,713,650
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e Unassigned/Unappropriated										
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	1,795,222	-	1,795,222	2,759,990	-	2,759,990	1,713,650	-	1,713,650

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

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	1,302	1,315	1,328
Estimated # Unduplicated Pupils	1,000	1,025	1,040
Estimated P2 ADA	1,247	1,260	1,272
Average Daily Attendance Growth Rate [1]	2.0%	1.0%	1.0%
Special Education	2.0%	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]	1.53%	2.35%	3.12%
Estimated Certificated FTEs	70.8	71.5	72.2
% Increase (Decrease) Certificated FTEs	-3.85%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	6.12%	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	6.4	6.4	6.4
% Increase (Decrease) Classified FTEs	-2.86%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	6.97%	2.92%	2.70%
CalPERS Employer Rate (statutory)	27.05%	27.40%	27.50%
Other State Revenues: Lottery	$ 414,022	$ 426,111	$ 437,616
Other State Revenues: Mandated Block Grant	$ 38,755	$ 39,696	$ 41,094
Other State Revenues: A-G Completion	$ 31,707	$ 32,477	$ 33,620
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 326,068	$ 333,991	$ 345,748
Other State Revenues: Educator Effectiveness	$ 69,283	$ 70,967	$ 73,465
Other State Revenues: Learning Recovery Emergency Block Grant	$ 63,673	$ 65,220	$ 67,516
Other Federal Revenues: ESSER I, II, III	$ 51,940	$ -	$ -

[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).

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2024-25 Second Interim

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	15,725,077	0	15,725,077	16,260,597	16,933,612
Education Protection Account State Aid - Current Year	8012	2,342,144	0	2,342,144	2,423,048	2,533,423
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	193,260	0	193,260	193,260	193,260
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		18,260,481	0	18,260,481	18,876,905	19,660,295
2. Federal Revenues						
No Child Left Behind	8290	0	418,523	418,523	430,744	442,374
Special Education - Federal	8181, 8182	0	210,415	210,415	212,519	214,644
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	51,940	51,940	0	0
Total, Federal Revenues		0	680,878	680,878	643,263	657,018
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,184,418	1,184,418	1,196,262	1,208,225
All Other State Revenues	StateRevAO	304,971	638,536	943,507	968,463	999,058
Total, Other State Revenues		304,971	1,822,954	2,127,925	2,164,725	2,207,284
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	80,486	0	80,486	0	0
Total, Local Revenues		80,486	0	80,486	0	0
5. TOTAL REVENUES		18,645,937	2,503,832	21,149,770	21,684,893	22,524,597
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,807,432	1,266,662	6,074,094	6,285,153	6,539,817
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	176,028	125,734	301,763	310,574	318,960
Other Certificated Salaries	1900	925,190	124,237	1,049,427	1,080,070	1,109,232
Total, Certificated Salaries		5,908,650	1,516,634	7,425,284	7,675,798	7,968,008
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	121,650	236,541	358,191	368,646	378,593
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		121,650	236,541	358,191	368,646	378,593
3. Employee Benefits						
STRS	3101-3102	1,128,552	289,677	1,418,229	1,466,077	1,521,890
PERS	3201-3202	32,906	63,984	96,891	101,009	104,113
OASDI / Medicare / Alternative	3301-3302	126,240	29,442	155,683	157,388	159,542
Health and Welfare Benefits	3401-3402	416,385	58,450	474,835	444,666	413,283
Unemployment Insurance	3501-3502	18,480	3,643	22,124	22,366	22,672
Workers' Compensation Insurance	3601-3602	51,201	10,094	61,294	61,966	62,814
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		1,773,766	455,291	2,229,056	2,253,472	2,284,313

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

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	3,253,911	22,554	3,276,465	3,356,881	3,473,670
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	118,560	11,984	130,544	134,356	137,984
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		3,372,471	34,539	3,407,009	3,491,237	3,611,653
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	831,302	831,302	855,576	878,677
Travel and Conferences	5200	29,518	64,321	93,839	96,579	99,187
Dues and Memberships	5300	36,723	5,104	41,827	14,938	15,341
Insurance	5400	26,323	0	26,323	27,092	27,823
Operations and Housekeeping Services	5500	13,323	0	13,323	13,713	14,083
Rentals, Leases, Repairs, and Noncap. Improvements	5600	884,816	0	884,816	906,447	938,130
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	4,450,419	295,147	4,745,567	4,866,399	5,052,482
Communications	5900	220,253	3,780	224,034	230,576	236,801
Total, Services and Other Operating Expenditures		5,661,376	1,199,655	6,861,031	7,011,319.79	7,262,523.51
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*	29,565	0	29,565	30,428	31,250
Total, Capital Outlay		29,565	0	29,565	30,428	31,250
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		16,867,478	3,442,659	20,310,137	20,830,901	21,536,341
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,778,459	(938,827)	839,632	853,992	988,255
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	(938,827)	938,827	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(938,827)	938,827	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		839,632	0	839,632	853,992	988,255

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

Charter School Name: California Virtual Academy @
(continued) Maricopa
CDS #: 15-63628-0137687
Charter Approving Entity: Maricopa Unified School District
County: Kern
Charter #: 1490
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	871,001	0	871,001	1,713,650	2,567,643
b. Adjustments to Beginning Balance	9793, 9795	3,017	0	3,017		
c. Adjusted Beginning Balance		874,018	0	874,018	1,713,650	2,567,643
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,713,650	0	1,713,650	2,567,643	3,555,898
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	1,713,650	0	1,713,650	2,567,643	3,555,898

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25

Second Interim Budget

FY 2024-25(Y1) Cash Flow Worksheet

		Actual Cash Flow							*Forecast Cash Flow*						
	Object	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accruals	Total
A. BEGINNING CASH	9110	4,388,109	7,046,691	7,093,833	7,304,284	5,301,157	4,009,855	4,922,207	5,396,067	5,100,479	5,124,065	5,669,364	5,373,775		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	17,452	0	38,652	0	15,461	15,461	17,393	17,393	17,393	17,393	17,393	19,267	193,260
Net State Aid	8011	4,053,173	766,401	766,401	1,379,522	1,379,522	1,379,522	1,379,522	1,415,257	1,415,257	1,415,257	1,415,257	1,415,257	(2,455,271)	15,725,077
EPA	8012	(1,146,241)	0	0	573,945	0	0	573,945	0	0	585,536	0	0	1,754,959	2,342,144
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	673	77,167	71,615	36,018	5,799	1,311	0	170,219	0	0	170,219	147,856	680,878
Other State Revenues	8300-8599	274,503	67,529	163,381	109,630	121,551	121,551	276,369	63,838	212,793	319,189	63,838	212,793	120,962	2,127,925
Other Local Revenues	8600-8799	5,226	8,032	0	0	31,505	4,498	5,004	0	0	0	0	0	26,222	80,486
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**3,186,661**	**860,087**	**1,006,949**	**2,173,364**	**1,568,596**	**1,526,831**	**2,251,612**	**1,496,488**	**1,815,662**	**2,337,375**	**1,496,488**	**1,815,662**	**(386,005)**	**21,149,770**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	180,785	546,178	550,652	1,971,533	847,634	425,901	955,146	432,768	432,768	432,768	432,768	216,384	0	7,425,284
Classified Salaries	2000-2999	0	0	0	0	0	0	0	71,638	71,638	71,638	71,638	71,638	0	358,191
Employee Benefits	3000-3999	68,864	230,797	20,363	106,687	128,570	24,152	257,668	278,391	278,391	278,391	278,391	278,391	0	2,229,056
Supplies and Services	4000-5999	278,429	35,970	225,483	2,098,270	1,883,694	164,425	564,938	1,003,367	1,003,367	1,003,367	1,003,367	1,003,367	0	10,268,041
Capital Outlays	6000-6599	0	0	0	0	0	0	0	5,913	5,913	5,913	5,913	5,913	0	29,565
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**528,078**	**812,945**	**796,498**	**4,176,490**	**2,859,898**	**614,479**	**1,777,752**	**1,792,076**	**1,792,076**	**1,792,076**	**1,792,076**	**1,575,692**	**0**	**20,310,137**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**2,658,583**	**47,142**	**210,451**	**(2,003,127)**	**(1,291,302)**	**912,352**	**473,860**	**(295,588)**	**23,586**	**545,299**	**(295,588)**	**239,970**	**(386,005)**	**839,632**
F. ENDING CASH (A + E)		**7,046,691**	**7,093,833**	**7,304,284**	**5,301,157**	**4,009,855**	**4,922,207**	**5,396,067**	**5,100,479**	**5,124,065**	**5,669,364**	**5,373,775**	**5,613,745**		
G. ENDING CASH, PLUS ACCRUALS															**5,227,741**

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Maricopa

Fiscal Year 2024-25

Second Interim Budget

FY 2025-26(Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accruals	Total
A. BEGINNING CASH	9110	5,227,741	4,845,480	4,768,093	4,746,362	5,113,920	5,036,532	5,014,801	5,382,359	5,304,972	5,283,241	5,650,799	5,573,411		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	17,393	17,393	17,393	17,393	17,393	17,393	17,393	17,393	17,393	17,393	19,326	0	193,260
Net State Aid	8011	0	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,463,454	1,626,060	0	16,260,597
EPA	8012	605,762	0	0	605,762	0	0	605,762	0	0	605,762	0	0	0	2,423,048
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	160,816	0	0	160,816	0	0	160,816	0	0	160,816	0	0	643,263
Other State Revenues	8300-8599	108,236	108,236	324,709	108,236	108,236	324,709	108,236	108,236	324,709	108,236	108,236	324,709	0	2,164,725
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		713,998	1,749,899	1,805,556	2,194,845	1,749,899	1,805,556	2,194,845	1,749,899	1,805,556	2,194,845	1,749,899	1,970,094	0	21,684,893
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	731,028	731,028	731,028	731,028	731,028	731,028	731,028	731,028	731,028	731,028	365,514	0	7,675,798
Classified Salaries	2000-2999	30,720	30,720	30,720	30,720	30,720	30,720	30,720	30,720	30,720	30,720	30,720	30,720	0	368,646
Employee Benefits	3000-3999	187,789	187,789	187,789	187,789	187,789	187,789	187,789	187,789	187,789	187,789	187,789	187,789	0	2,253,472
Supplies and Services	4000-5999	875,213	875,213	875,213	875,213	875,213	875,213	875,213	875,213	875,213	875,213	875,213	875,213	0	10,502,557
Capital Outlays	6000-6599	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	0	30,428
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		1,096,259	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,827,287	1,461,773	0	20,830,901
D. PRIOR YEAR TRANSACTIONS															0
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)		(382,260)	(77,388)	(21,731)	367,558	(77,388)	(21,731)	367,558	(77,388)	(21,731)	367,558	(77,388)	508,322	0	853,992
F. ENDING CASH (A + E)		4,845,480	4,768,093	4,746,362	5,113,920	5,036,532	5,014,801	5,382,359	5,304,972	5,283,241	5,650,799	5,573,411	6,081,733		
G. ENDING CASH, PLUS ACCRUALS															6,081,733

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ Maricopa (137687) - FY24-25 2nd Interim Update

General Assumptions	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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	1,032	1,130	1,247	1,302	1,315	1,328
Unduplicated Pupil Count (UPC)	753	866	1,000	1,000	1,025	1,040
Unduplicated Pupil Percentage (UPP)	72.93%	74.23%	76.83%	77.91%	78.28%	77.68%
Current Year LCFF Average Daily Attendance (ADA)	949.47	1,116.09	1,222.47	1,247.16	1,259.63	1,272.23
Funded LCFF ADA	949.47	1,116.09	1,222.47	1,247.16	1,259.63	1,272.23
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	$8,247,668	$11,026,182	$13,141,172	$13,485,305	$13,951,257	$14,586,742
Grade Span Adjustment	326,524	391,602	432,163	466,226	481,952	504,290
Adjusted Base Grant	$8,574,192	$11,417,784	$13,573,335	$13,951,531	$14,433,209	$15,091,032
Supplemental Grant	1,250,632	1,695,084	2,085,678	2,173,928	2,259,663	2,344,543
Concentration Grant	999,279	1,427,165	1,925,989	2,077,592	2,184,033	2,224,720
Total Base, Supplemental and Concentration Grant	$10,824,103	$14,540,033	$17,585,002	$18,203,051	$18,876,905	$19,660,295
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	37,638	43,438	57,430	-	-
Total Allowance and Add-On Amounts	$-	$37,638	$43,438	$57,430	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$10,824,103**	**$14,577,671**	**$17,628,440**	**$18,260,481**	**$18,876,905**	**$19,660,295**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,824,103**	**$ 14,577,671**	**$ 17,628,440**	**$ 18,260,481**	**$ 18,876,905**	**$ 19,660,295**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,400	$ 13,061	$ 14,420	$ 14,642	$ 14,986	$ 15,453
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,824,103	14,577,671	17,628,440	18,260,481	18,876,905	19,660,295

LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *147,206*	$ *215,439*	$ *193,260*	$ *193,260*	$ *193,260*	$ *193,260*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 4,318,550	$ 922,110	$ 1,870,644	$ 2,342,144	$ 2,423,048	$ 2,533,423
Net State Aid *(excludes Additional State Aid)*	$ 6,358,347	$ 13,440,122	$ 15,564,536	$ 15,725,077	$ 16,260,597	$ 16,933,612
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,824,103**	**$ 14,577,671**	**$ 17,628,440**	**$ 18,260,481**	**$ 18,876,905**	**$ 19,660,295**

Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 6,358,347	$ 13,440,122	$ 15,564,536	$ 15,725,077	$ 16,260,597	$ 16,933,612
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 4,318,550	$ 922,110	$ 1,870,644	$ 2,342,144	$ 2,423,048	$ 2,533,423
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 362,800	$ 119,792	$ 9,242	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	147,206	215,439	193,260	193,260	193,260	193,260

Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,824,103	$ 14,577,671	$ 17,628,440	$ 18,260,481	$ 18,876,905	$ 19,660,295
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,824,103	$ 14,577,671	$ 17,628,440	$ 18,260,481	$ 18,876,905	$ 19,660,295

LCAP Percentage to Increase or Improve Services Calculation						
Base Grant *(Excludes add-ons for TIIG & Transportation)*	[redacted]	[redacted]	$ 13,616,773	$ 14,008,961	$ 14,433,209	$ 15,091,032
Supplemental and Concentration Grant funding in the LCAP year	[redacted]	[redacted]	$ 4,011,667	$ 4,251,520	$ 4,443,696	$ 4,569,263
Projected Additional 15% Concentration Grant funding in the LCAP year	[redacted]	[redacted]	$ 444,460	$ 479,444	$ 504,007	$ 513,397
Percentage to Increase or Improve Services	[redacted]	[redacted]	29.46%	30.35%	30.79%	30.28%

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: The ratification of disbursements made by California Virtual Academy at Maricopa from November 2024 through January 2025.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Maricopa ratify the disbursements made by the school from November 2024 through January 2025.

BACKGROUND:
On a monthly basis, California Virtual Academy at Maricopa has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from November 2024 through January 2025.

BUDGET IMPLICATIONS:
The total disbursements for the months of November, December, and January were $2,917,877, $714,017, and $1,854,029, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Maricopa from November 2024 through January 2025.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

April Warren	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 5 No: 0 Abstain: 1

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas	X					X
Heidi Grantham	X				X	
Carly Parker	X					
Yvette Villa			X			
Mirna Chalhoub	X					

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,733,915.07
Insperity	PEO - Payroll Services and HR Admin Services provider	584,391.12
CALIFORNIA STATE TEACHER'S RETIREMENT	Retirement Contributions	166,039.66
California Virtual Academy @ LA	Intercompany Settlement	147,264.00
California Virtual Academy @ Sutter	Intercompany Settlement	74,119.00
California Virtual Academy @ San Diego	Intercompany Settlement	56,231.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	21,311.21
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	17,922.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	15,038.64
State Board of Equalization	Sales Tax	13,000.00
Effectual Educational Consulting Service	Special Education Services	10,767.33
E-Therapy Intermediate, INC	Special Education Contracted Services	9,937.51
Adam & Kellie Henkel	Parent reimbursement for Settlement	9,566.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	6,769.12
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	6,760.01
Anchor Counseling & Education Solutions	Special Education Contracted Services	6,479.23
California Teachers Association	Union Dues	6,138.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	5,216.30
Rids Brother Company Inc	Transportation Services	4,275.00
Virtual Technologies Group	Computer equip. & installation	4,186.20
Speech Guy, LLC	Special Education Contracted Services	3,242.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	3,240.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,894.59
Grace Speech Therapy Corp.	SLP IEP Attendance	1,764.75
Kadiant, LLC	Special Education Contracted Services	1,552.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,120.78
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,086.17
Passageway Inc.	SAI Services	1,030.00
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	780.35
Jabbergym, LLC	Language and Speech Therapy	500.00
eLuma	Special Individual Counseling Services	430.00
Expedited Reports	Expedited Reports for March	422.50
Chase Boyle dba Snow Counseling	Special Education Contracted Services	390.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	300.00
Adapted Child's Play	Special Education Contracted Services	203.75
Amazon Capital Services	Staff Office Supplies	171.03
The Stepping Stones Group LLC	Special Education Contracted Services	162.50
SpeechRighter, Inc.	Special Education Contracted Services	135.00
Oxford Consulting Services	Special Education Contracted Services	75.00
Inspire Education Center, LLC	Individual Counseling for SPED Students	50.00
Grand Total		**2,917,876.82**

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5615 - Effectual Educational Consulting					(420.00)
Service(CAVA @ Maricopa)	Bill	11/20/2024	INV-08979		
	Bill	11/20/2024	INV-08985		(600.00)
	Bill	11/20/2024	INV-08998		(120.00)
	Bill	11/20/2024	INV-09006		(540.00)
	Bill	11/20/2024	INV-09020		(1,052.50)
	Bill	11/20/2024	INV-09029		(451.60)
	Bill	11/20/2024	INV-09043		(150.00)
	Bill	11/20/2024	INV-09056		(877.50)
	Bill	11/20/2024	INV-09074		(200.66)
	Bill	11/20/2024	INV-09100		(60.07)
	Bill	11/20/2024	INV-09102		(425.00)
	Bill	11/20/2024	INV-09134		(3,120.00)
	Bill	11/20/2024	INV-09141		(780.00)
	Bill	11/20/2024	INV-09166		(1,010.00)
	Bill	11/20/2024	INV-09196		(70.00)
	Bill	11/20/2024	INV-09208		(140.00)
	Bill Payment	11/20/2024	5615		10,017.33
Bill Payment #5595 - Effectual Educational Consulting					(450.00)
Service(CAVA @ Maricopa)	Bill	11/06/2024	12661		
	Bill	11/06/2024	12719		(60.00)
	Bill	11/06/2024	INV-08952		(120.00)
	Bill	11/06/2024	INV-08961		(120.00)
	Bill Payment	11/07/2024	5595		750.00
					0.00
Bill Payment #5623 - National TeleTherapy Resources, a					(113.05)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	11/20/2024	INV-07791		
	Bill	11/20/2024	INV-07792		(22.17)
	Bill	11/20/2024	INV-07739		(169.50)
	Bill	11/20/2024	INV-07834		(618.71)
	Bill	11/20/2024	INV-07846		(238.81)
	Bill	11/20/2024	INV-07849		(1,304.93)
	Bill	11/20/2024	INV-07819		(71.00)
	Bill	11/20/2024	INV-07848		(683.39)
	Bill	11/20/2024	INV-07732		(325.00)
	Bill	11/20/2024	INV-07733		(199.50)
	Bill	11/20/2024	INV-07734		(22.17)
	Bill	11/20/2024	INV-07735		(218.47)
	Bill	11/20/2024	INV-07736		(66.50)
	Bill	11/20/2024	INV-07737		(56.50)
	Bill	11/20/2024	INV-07738		(133.00)
	Bill Payment	11/20/2024	5623		4,242.70
Bill Payment #5599 - National TeleTherapy Resources, a					(199.50)
Speech Pathology Corp.(CAVA @ Maricopa)	Bill	11/06/2024	INV-07586		
	Bill	11/06/2024	INV-07587		(66.50)
	Bill	11/06/2024	INV-07588		(66.50)
	Bill	11/06/2024	INV-07589		(184.92)
	Bill	11/06/2024	INV-07590		(99.75)
	Bill	11/06/2024	INV-07591		(56.50)
	Bill	11/06/2024	INV-07592		(166.25)
	Bill	11/06/2024	INV-07593		(141.25)
	Bill	11/06/2024	INV-07612		(413.48)
	Bill	11/06/2024	INV-07646		(66.50)
	Bill	11/06/2024	INV-07692		(22.17)
	Bill	11/06/2024	INV-07693		(325.00)
	Bill	11/06/2024	INV-07694		(44.33)
	Bill	11/06/2024	INV-07695		(200.91)
	Bill	11/06/2024	INV-07696		(463.75)
	Bill Payment	11/07/2024	5599		2,517.31
					0.00
Bill Payment #ACH 11.05.24 - State Board of					(12,000.00)
Equalization(CAVA@MARICOPA)	Bill	10/31/2024	MA Use Tax Oct 24	MA Use Tax Oct 24	
	Bill	11/05/2024	MA Use TaxTrue Up_ Oct 24	MA Use TaxTrue Up_ Oct 24	(1,000.00)
	Bill Payment	11/05/2024	ACH 11.05.24	MA Use TaxTrue Up_ Oct 24	13,000.00
					0.00
Bill Payment #ACH Nov 2024 - Insperity(CAVA@MARICOPA)	Bill	11/30/2024	11.01.24 to 11.30.24	11.01.24 to 11.30.24	(584,391.12)
	Bill Payment	11/30/2024	ACH Nov 2024	11.01.24 to 11.30.24	584,391.12
					0.00
Bill Payment #5608 - Anchor Counseling & Education					(2,734.34)
Solutions(CAVA@MARICOPA)	Bill	11/20/2024	INV-07258		
	Bill	11/20/2024	INV-07282		(231.00)
	Bill	11/20/2024	INV-07310		(487.50)
	Bill	11/20/2024	INV-07297		(2,951.39)
	Bill Payment	11/20/2024	5608		6,404.23
Bill Payment #5590 - Anchor Counseling & Education					(75.00)
Solutions(CAVA@MARICOPA)	Bill	11/06/2024	INV-07269		
	Bill Payment	11/07/2024	5590		75.00
Amount Unapplied - Bill Payment #5608 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(0.00)
					(0.00)

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5601 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(1,086.17)
	Bill	11/06/2024	INV-00920		
	Bill Payment	11/07/2024	5601		1,086.17
					0.00
Bill Payment #5610 - Axis Teletherapy(CAVA @ Maricopa)					(62.50)
	Bill	11/20/2024	INV-00955		(45.50)
	Bill	11/20/2024	INV-00998		(47.00)
	Bill	11/20/2024	INV-01022		(47.00)
	Bill	11/20/2024	INV-01007		(45.50)
	Bill	11/20/2024	INV-01014		(532.85)
	Bill	11/20/2024	INV-01034		780.35
	Bill Payment	11/20/2024	5610		0.00
					(166,039.66)
Bill Payment #5634 - CALIFORNIA STATE TEACHER'S RETIREMENT					
	Bill	11/25/2024	MA STRS Nov 2024	MA STRS Nov 2024	
	Bill Payment	11/25/2024	5634	MA STRS Nov 2024	166,039.66
					0.00
Bill Payment #5618 - Green Hasson & Janks LLP(CAVA@MARICOPA)					(17,922.00)
	Bill	11/20/2024	98181		
	Bill Payment	11/20/2024	5618		17,922.00
					0.00
Bill Payment #5602 - Rids Brother Company Inc(CAVA @ Maricopa)					(4,275.00)
	Bill	11/06/2024	1428		
	Bill Payment	11/07/2024	5602		4,275.00
					0.00
Bill Payment #5630 - Virtual Technologies Group(CAVA@MARICOPA)					(1,046.55)
	Bill	11/20/2024	212442		
	Bill Payment	11/20/2024	5630		1,046.55
Bill Payment #5605 - Virtual Technologies Group(CAVA@MARICOPA)					(1,046.55)
	Bill	11/06/2024	212053		
	Bill	11/06/2024	212097		(1,046.55)
	Bill	11/06/2024	212128		(1,046.55)
	Bill Payment	11/07/2024	5605		3,139.65
					0.00
Bill Payment #5626 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	11/20/2024	INV-01171		(1,835.50)
	Bill	11/20/2024	INV-01181		(418.25)
	Bill Payment	11/20/2024	5626		2,253.75
Bill Payment #5603 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	11/06/2024	INV-01160		(988.25)
	Bill Payment	11/07/2024	5603		988.25
					0.00
Bill Payment #5622 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)					(3,240.00)
	Bill	11/20/2024	INV-00666		
	Bill Payment	11/20/2024	5622		3,240.00
					0.00
Bill Payment #5609 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(476.25)
	Bill	11/20/2024	INV-00953		
	Bill Payment	11/20/2024	5609		476.25
Bill Payment #5591 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)					(1,418.34)
	Bill	11/06/2024	INV-00932		
	Bill Payment	11/07/2024	5591		1,418.34
					0.00
Bill Payment #5617 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(369.00)
	Bill	11/20/2024	INV-01265		
	Bill	11/20/2024	INV-01233		(30.75)
	Bill	11/20/2024	INV-01273		(92.25)
	Bill	11/20/2024	INV-01285		(153.75)
	Bill Payment	11/20/2024	5617		645.75
Bill Payment #5597 - Grace Speech Therapy Corp.(CAVA @ Maricopa)					(153.75)
	Bill	11/06/2024	INV-01175		
	Bill	11/06/2024	INV-01186		(750.00)
	Bill	11/06/2024	INV-01202		(30.75)
	Bill	11/06/2024	INV-01212		(184.50)
	Bill Payment	11/07/2024	5597		1,119.00
					0.00
Bill Payment #5628 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(65.00)
	Bill	11/20/2024	INV-00553		
	Bill	11/20/2024	INV-00578		(32.50)
	Bill	11/20/2024	INV-00567		(32.50)
	Bill Payment	11/20/2024	5628		130.00
Bill Payment #5604 - The Stepping Stones Group LLC(CAVA @ Maricopa)					(32.50)
	Bill	11/06/2024	INV-00543		
	Bill Payment	11/07/2024	5604		32.50
					0.00
Bill Payment #5592 - California Teachers Association(CAVA@MARICOPA)					(6,138.00)
	Bill	11/06/2024	Union Dues - 102024		
	Bill Payment	11/07/2024	5592		6,138.00
					0.00
Bill Payment #5612 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)					(14,438.64)
	Bill	11/20/2024	INV-00496		
	Bill	11/20/2024	INV-0708		(600.00)
	Bill Payment	11/20/2024	5612		15,038.64
					0.00

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5613 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)					(230.00)
	Bill	11/20/2024	INV-00305		(2,493.77)
	Bill	11/20/2024	INV-00239		(1,192.53)
	Bill	11/20/2024	INV-00268		(1,386.27)
	Bill	11/20/2024	INV-00286		(270.25)
	Bill	11/20/2024	INV-00257		5,572.82
	Bill Payment	11/20/2024	5613		(1,196.30)
Bill Payment #5593 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)					
	Bill	11/06/2024	INV-00219		1,196.30
	Bill Payment	11/07/2024	5593		(0.00)
Amount Unapplied - Bill Payment #5613 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)					**(0.00)**
Bill Payment #5614 - E-Therapy Intermediate, INC(CAVA @ Maricopa)					(3,915.64)
	Bill	11/20/2024	INV-07975		(698.35)
	Bill	11/20/2024	INV-08019		(4,986.88)
	Bill	11/20/2024	INV-08032		(24.16)
	Bill	11/20/2024	INV-08053		9,625.03
	Bill Payment	11/20/2024	5614		(72.48)
Bill Payment #5594 - E-Therapy Intermediate, INC(CAVA @ Maricopa)					
	Bill	11/06/2024	INV-07991		(240.00)
	Bill	11/06/2024	INV-08004		312.48
	Bill Payment	11/07/2024	5594		0.00
Amount Unapplied - Bill Payment #5614 - E-Therapy Intermediate, INC(CAVA @ Maricopa)					**0.00**
Bill Payment #5621 - Law Offices of Young, Minney & Corr, LLP(CAVA@MARICOPA)					(300.00)
	Bill	11/20/2024	12975		300.00
	Bill Payment	11/20/2024	5621		**0.00**
Bill Payment #5611 - Chase Boyle dba Snow Counseling(CAVA @ Maricopa)					(390.00)
	Bill	11/20/2024	INV-00447		390.00
	Bill Payment	11/20/2024	5611		**0.00**
Bill Payment #5616 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)					(9,193.18)
	Bill	11/20/2024	INV-01113		(7,525.53)
	Bill	11/20/2024	INV-01133		(3,380.00)
	Bill	11/20/2024	INV-01146		(1,212.50)
	Bill	11/20/2024	INV-01156		21,311.21
	Bill Payment	11/20/2024	5616		**0.00**
Bill Payment #5598 - Inspire Education Center, LLC(CAVA @ Maricopa)					(50.00)
	Bill	11/06/2024	INV-00022		50.00
	Bill Payment	11/07/2024	5598		**0.00**
Bill Payment #5619 - Jabbergym, LLC(CAVA @ Maricopa)	Bill	11/20/2024	INV-00062		(500.00)
	Bill Payment	11/20/2024	5619		500.00
					0.00
Bill Payment #5625 - PresenceLearning, Inc.(CAVA @ Maricopa)					(242.91)
	Bill	11/20/2024	INV-08953		(612.86)
	Bill	11/20/2024	INV-08952		(265.01)
	Bill	11/20/2024	INV-08993		1,120.78
	Bill Payment	11/20/2024	5625		**0.00**
Bill Payment #5629 - TheraStaffers(CAVA @ Maricopa)	Bill	11/20/2024	INV-00633		(2,542.01)
	Bill	11/20/2024	INV-00624		(2,674.29)
	Bill Payment	11/20/2024	5629		5,216.30
					0.00
Bill Payment #Wire 11.22.24 - K12 MANAGEMENT INC	Bill	08/21/2024	INV-003-16211 _ MA-Jul.24-Hotspots	INV-003-16211 _ MA-Jul.24-Hotspots	(45.00)
	Bill	08/27/2024	INV-003-16256 _ MA-Aug.24-Adobe Lic	INV-003-16256 _ MA-Aug.24-Adobe Lic	(820.00)
	Bill	08/20/2024	INV-003-16183 _ MA-Jul.24-Lease	INV-003-16183 _ MA-Jul.24-Lease	(106.09)
	Bill	09/23/2024	INV-003-16576 _ MA-Sep.24-TchrOLS	INV-003-16576 _ MA-Sep.24-TchrOLS	(47,740.00)
	Bill	09/24/2024	INV-003-16548 _ MA-Sep.24-Adobe Lic	INV-003-16548 _ MA-Sep.24-Adobe Lic	(120.00)
	Bill	09/24/2024	INV-003-16567 _ MA-Aug.24-TchrOLS	INV-003-16567 _ MA-Aug.24-TchrOLS	(47,520.00)
	Bill	08/19/2024	INV-003-15964 _ MA-Jul.24-SS&T	INV-003-15964 _ MA-Jul.24-SS&T	(49,897.38)
	Bill	09/17/2024	INV-003-16328 _ MA-Aug.24-SS&T	INV-003-16328 _ MA-Aug.24-SS&T	(292,403.00)
	Bill	09/17/2024	INV-003-16348 _ MA-Sep.24-COM	INV-003-16348 _ MA-Sep.24-COM	(105,820.00)
	Bill	09/17/2024	INV-003-16393 _ MA-Sep.24-MAT	INV-003-16393 _ MA-Sep.24-MAT	(65,591.50)
	Bill	09/17/2024	INV-003-16437 _ MA-Sep.24-OLS	INV-003-16437 _ MA-Sep.24-OLS	(417,754.00)
	Bill	09/17/2024	INV-003-16478 _ MA-Aug.24-Lease	INV-003-16478 _ MA-Aug.24-Lease	(1,806.09)
	Bill	10/21/2024	INV-003-16685 _ MA-Sep.24-SS&T	INV-003-16685 _ MA-Sep.24-SS&T	(339,336.01)
	Bill	10/21/2024	INV-003-16717 _ MA-Oct.24-MAT	INV-003-16717 _ MA-Oct.24-MAT	(61,262.00)
	Bill	10/21/2024	INV-003-16760 _ MA-Oct.24-OLS	INV-003-16760 _ MA-Oct.24-OLS	(212,694.00)
	Bill	10/21/2024	INV-003-16808 _ MA-Oct.24-COM	INV-003-16808 _ MA-Oct.24-COM	(91,000.00)
	Bill Payment	11/22/2024	Wire 11.22.24	MA K12 Payment Nov 24	1,733,915.07
Amount Unapplied - Bill Payment #Wire 11.22.24 - K12 MANAGEMENT INC					0.00
					0.00
Bill Payment #5588 - Adam & Kellie Henkel(CAVA @ Maricopa)	Bill	11/06/2024	Oct 2024 Reimb - Rain		(1,945.00)

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5588 - Adam & Kellie Henkel(CAVA @ Maricopa)	Bill	11/06/2024	Oct 2024 Reimb - River		(2,792.00)
	Bill	11/06/2024	Oct 2024 Reimb - Scarlet		(2,327.00)
	Bill	11/06/2024	Oct 2024 Reimb - Sky		(2,502.00)
	Bill Payment	11/07/2024	5588		9,566.00
					0.00
Bill Payment #5624 - Oxford Consulting Services(CAVA@MARICOPA)	Bill	11/20/2024	INV-01738		(75.00)
	Bill Payment	11/20/2024	5624		75.00
					0.00
Bill Payment #5627 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	11/20/2024	INV-00333		(135.00)
	Bill Payment	11/20/2024	5627		135.00
					0.00
Bill Payment #5631 - California Virtual Academy @ LA(CAVA@MARICOPA)	Bill	11/21/2024	Intercompany Settlement Nov 24	Intercompany Settlement Nov 24	(147,264.00)
	Bill Payment	11/21/2024	5631	Intercompany Settlement Nov 24	147,264.00
					0.00
Bill Payment #5607 - Adapted Child's Play(CAVA @ Maricopa)	Bill	11/20/2024	INV-00487		(203.75)
	Bill Payment	11/20/2024	5607		203.75
					0.00
Bill Payment #5589 - Amazon Capital Services(CAVA @ Maricopa)	Bill	11/06/2024	1MRK-C4JL-VYVY		(171.03)
	Bill Payment	11/07/2024	5589		171.03
					0.00
Bill Payment #5620 - Kadiant, LLC(CAVA @ Maricopa)	Bill	11/20/2024	INV-00164		(1,552.00)
	Bill Payment	11/20/2024	5620		1,552.00
					0.00
Bill Payment #5632 - California Virtual Academy @ San Diego(CAVA@MARICOPA)	Bill	11/21/2024	Intercompany Settlement Nov 24	Intercompany Settlement Nov 24	(56,231.00)
	Bill Payment	11/21/2024	5632	Intercompany Settlement Nov 24	56,231.00
					0.00
Bill Payment #5596 - Expedited Reports(CAVA @ Maricopa)	Bill	11/06/2024	001153		(422.50)
	Bill Payment	11/07/2024	5596		422.50
					0.00
Bill Payment #5600 - Passageway Inc.(CAVA @ Maricopa)	Bill	11/06/2024	August2024 Cabrera		(1,030.00)
	Bill Payment	11/07/2024	5600		1,030.00
					0.00
Bill Payment #5606 - eLuma(CAVA@MARICOPA)	Bill	11/06/2024	VST-01123		(430.00)
	Bill Payment	11/07/2024	5606		430.00
					0.00
Bill Payment #5633 - California Virtual Academy @ Sutter(CAVA@MARICOPA)	Bill	11/21/2024	Intercompany Settlement Nov 24	Intercompany Settlement Nov 24	(74,119.00)
	Bill Payment	11/21/2024	5633	Intercompany Settlement Nov 24	74,119.00
					0.00
					0.00
				Total	2,917,876.82

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
TPR Education, LLC	78,115.88
Gobo LLC	3,600.54
Los Angeles Marriott Burbank Airport Hotel	1,988.44
Robert Half Inc.	988.16
Effectual Educational Consulting Service	985.56
Law Offices of Young, Minney & Corr, LLP	957.74
Smile From The Inside, Inc.	883.44
4 Successful Kids LLC	706.03
AppleOne Employment Services	520.81
FusionPlus Inc	441.72
UPS	372.92
Green Hasson & Janks LLP	344.54
DataBasics, Inc.	300.88
City Printing Graphics	284.34
Barrington Staffing Services	245.09
The Back Room Inc	202.60
Supreme Facility Services, Inc.	193.77
De Lage Landen Financial Services Inc.	152.44
Southern California Edison	119.93
Certified Languages International	117.00
Comm-Core	115.81
Bill.com	112.61
National Technical Honor Society	98.12
Amazon	82.18
The DBQ Company	64.86
WPS	61.98
College Board	59.89
ULINE	50.08
Verizon Wireless	48.91
Ali Baba Café	45.76
AT&T Mobility	45.53
Carmen Gomez Ruiz	35.34
Quill Corporation	26.21
Waste Management	24.76
Panera Bread	20.81
Sparkletts	18.71
Integration Inc.	17.89
Ontario Refrigeration	16.21
Doctors Wellness Company LLC dba WellnessMart MD	14.61
Paper Recycling & Shredding	12.72
Smart & Final	12.12
Amazon Blink	5.89

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Vons	0.94
Grand Total	**92,513.81**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3009	October	600.00	35.34
	Operations and Housekeeping Services Total					600.00	35.34
Carmen Gomez Ruiz Total						600.00	35.34
Paper Recycling & Shredding		52802 Office Supplies Expense :				108.00	6.36
	Office Expense	Office Supplies - COS	101 General	LLC 585763	October (10/17)		
				LLC 586800	October (10/31)	108.00	6.36
	Office Expense Total					216.00	12.72
Paper Recycling & Shredding Total						216.00	12.72
UPS		54302 Postage & Delivery Expense				2,604.50	153.39
	Shipping	: Messenger & Delivery	101 General	LLC 000073Y68E434	October (10/26)		
				LLC 000073Y68E444	November (11/02)	1,193.69	70.30
				LLC 000073Y68E454	November (11/09)	1,125.33	66.28
			280 SPED	LLC 0000V9159W434	October (10/26)	569.71	30.84
				LLC 0000V9159W444	November (11/02)	486.08	26.31
				LLC 0000V9159W454	November (11/09)	476.39	25.79
	Shipping Total					6,455.70	372.92
UPS Total						6,455.70	372.92
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7001780-0283-3	November	167.38	9.86
				LLC 7001796-0283-9	November	253.00	14.90
	Operations and Housekeeping Services Total					420.38	24.76
Waste Management Total						420.38	24.76
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,280.87	75.44
	Outside Service		101 General	LLC 44163	October (10/27)		
				LLC 44188	November (11/03)	1,013.88	59.71
			280 SPED	LLC 44163	October (10/27)	762.84	41.30
				LLC 44188	November (11/03)	1,267.90	68.64
	Outside Service Total					4,325.49	245.09
Barrington Staffing Services Total						4,325.49	245.09
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional				7,500.00	441.72
	Outside Service-General	Services	101 General	LLC INV-1016	November		
	Outside Service-General Total					7,500.00	441.72
FusionPlus Inc Total						7,500.00	441.72
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 12433	September	5,792.50	381.07
				LLC 12970	October	7,502.50	493.57
			280 SPED	LLC 12433	September	375.00	23.08
				LLC 12970	October	975.00	60.02
	Legal Fees Total					14,645.00	957.74
Law Offices of Young, Minney & Corr, LLP Total						14,645.00	957.74
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				830.49	48.91
	Telephone - Adminstration		101 General	LLC 9977861265	October		
	Telephone - Adminstration Total					830.49	48.91
Verizon Wireless Total						830.49	48.91
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	117.00
	Outside Service-General Total					4,010.25	117.00
Certified Languages International Total						4,010.25	117.00
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1094446	November	1,966.37	115.81
	Communications Total					1,966.37	115.81
Comm-Core Total						1,966.37	115.81
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4163	November	3,290.00	193.77
	Operations and Housekeeping Services Total					3,290.00	193.77
Supreme Facility Services, Inc. Total						3,290.00	193.77
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-1396308-8969064	October	32.16	1.89
				112-4151416-3702622	October	93.74	5.52
				112-1469447-9171441	October	254.56	14.99
				112-2398375-5389813	October	38.46	2.27
				112-6978135-2126665	November	16.08	0.95
				112-7070030-6494632	November	101.67	5.99
				111-3475900-8263428	November	78.00	4.59
				112-1375938-6691423	November	53.98	3.18
				112-4782103-5458652	November	8.57	0.50
				112-1816731-1529818	November	12.86	0.76
				112-8432004-5417830	November	5.35	0.32
				112-5370936-4058602	November	10.62	0.63
				112-1373226-6468244	November	296.89	17.49
				111-2483593-6177820	November	24.55	1.45
				111-2853999-5285048	November	57.18	3.37
				111-1352141-5525019	November	58.38	3.44
				111-3037170-7786609	November	54.99	3.24
				111-4411285-6953032	November	39.23	2.31
				111-8091342-3215427	November	158.09	9.31
	Office Expense Total					1,395.36	82.18
Amazon Total						1,395.36	82.18
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41201233	October (10/22)	444.98	26.21
	Office Expense Total					444.98	26.21
Quill Corporation Total						444.98	26.21
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 102824	November	773.10	45.53
	Communications Total					773.10	45.53
AT&T Mobility Total						773.10	45.53
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3319	October	3,440.00	202.60
	Outside Service-General Total					3,440.00	202.60
The Back Room Inc Total						3,440.00	202.60

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,178.88	69.43
AppleOne Employment Services	Outside Service		101 General	LLC 01-6974325	October (10/19)		
				LLC 01-6980109	October (10/26)	1,038.89	61.19
				LLC 01-6982317	November (11/02)	2,577.40	151.80
				LLC 01-6988928	November (11/09)	4,047.80	238.40
	Outside Service Total					8,842.97	520.81
AppleOne Employment Services Total						8,842.97	520.81
		51801 Professional Svcs & Outside Labor : Other Professional Services				248.00	14.61
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General		101 General	LLC INV-6258	October		
	Outside Service-General Total					248.00	14.61
Doctors Wellness Company LLC dba WellnessMart MD Total						248.00	14.61
		55801 Dues, Memberships & Research Svcs : Memberships				1,410.00	112.61
Bill.com	Dues and Memberships		101 General	24119159056	November		
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
		53302 Rent and Utilities : Utilities, CAM, and Real Estate		LLC 700203189681		2,036.37	119.93
Southern California Edison	Utilities		101 General	110824	October		
	Utilities Total					2,036.37	119.93
Southern California Edison Total						2,036.37	119.93
		55304 Facilities & Equipment Rental Expense : Equipment Rental				2,588.36	152.44
De Lage Landen Financial Services Inc.	Equipment Rental Expense		101 General	LLC 83228397	November		
	Equipment Rental Expense Total					2,588.36	152.44
De Lage Landen Financial Services Inc. Total						2,588.36	152.44
		51801 Professional Svcs & Outside Labor : Other Professional Services				5,108.65	300.88
DataBasics, Inc.	Outside Service-General		101 General	LLC 0813986	November		
	Outside Service-General Total					5,108.65	300.88
DataBasics, Inc. Total						5,108.65	300.88
		52802 Office Supplies Expense : Office Supplies - COS				317.76	18.71
Sparkletts	Office Expense		101 General	LLC 15182654 102724	November		
	Office Expense Total					317.76	18.71
Sparkletts Total						317.76	18.71
		51801 Professional Svcs & Outside Labor : Other Professional Services				15,000.00	883.44
Smile From The Inside, Inc.	Outside Service-General		101 General	LLC 2208	November		
	Outside Service-General Total					15,000.00	883.44
Smile From The Inside, Inc. Total						15,000.00	883.44
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				850.31	50.08
Robert Half Inc.	Outside Service		101 General	LLC 64007899	August (8/23)		
				LLC 64028347	August (8/30)	1,432.99	84.40
				LLC 64094049	September (9/13)	856.50	50.44
				LLC 64156417	October (10/04)	1,800.00	106.01
				LLC 64222978	October (10/18)	1,440.00	84.81
				LLC 64235894	October (10/25)	1,598.00	94.12
				LLC 64242570	October (10/25)	1,800.00	106.01
				LLC 64265641	November (11/01)	1,800.00	106.01
				LLC 64276513	November (11/01)	1,600.40	94.26
				LLC 64185191	October (10/11)	1,800.00	106.01
				LLC 64289081	November (11/08)	1,800.00	106.01
	Outside Service Total					16,778.20	988.16
Robert Half Inc. Total						16,778.20	988.16
		52801 Office Supplies Expense : Business Expense/Printing & Reproduction				4,322.18	284.34
City Printing Graphics	Printing Expense		101 General	LLC 24-31938	November (11/12)		
	Printing Expense Total					4,322.18	284.34
City Printing Graphics Total						4,322.18	284.34
		56321 Program Fees & Other Instructional : Program Fees - Accounting				5,850.00	344.54
Green Hasson & Janks LLP	Accounting Fees		101 General	LLC 98413	October (10/26)		
	Accounting Fees Total					5,850.00	344.54
Green Hasson & Janks LLP Total						5,850.00	344.54
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW32418	October (10/30)	275.18	16.21
Ontario Refrigeration	Operations and Housekeeping Services Total					275.18	16.21
Ontario Refrigeration Total						275.18	16.21
		52802 Office Supplies Expense : Office Supplies - COS				68.00	4.00
Smart & Final	Office Expense		101 General	10302024	October		
				11192024	November	137.80	8.12
	Office Expense Total					205.80	12.12
Smart & Final Total						205.80	12.12
		56313 Program Fees & Other Instructional : Program Fees - Professional Development				10,000.00	706.03
4 Successful Kids LLC	Teacher Training		160 EDUEFF	LLC 2024-2025	November (11/01)		
	Teacher Training Total					10,000.00	706.03
4 Successful Kids LLC Total						10,000.00	706.03
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum				1,075.00	59.89
College Board	Non K12 Curriculum		800 A-G Completion	LLC CV-7907-0184-0206	June (6/08)		
	Non K12 Curriculum Total					1,075.00	59.89
College Board Total						1,075.00	59.89
		51817 Professional Svcs & Outside Labor : Special Education Professional Services				9,694.97	524.86
Effectual Educational Consulting Service	Subagreements for Services		280 SPED	LLC 12661	August (8/31)		
				LLC 12719	September (9/30)	8,510.00	460.70
	Subagreements for Services Total					18,204.97	985.56
Effectual Educational Consulting Service Total						18,204.97	985.56
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum				28,714.00	3,600.54
Gobo LLC	Non K12 Curriculum		330 SUPP - Engagement	LLC 1547	October (10/23)		
	Non K12 Curriculum Total					28,714.00	3,600.54
Gobo LLC Total						28,714.00	3,600.54

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2410151	October (10/31)	64.24	3.78
	Postage Total					64.24	3.78
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2410151	October (10/31)	239.60	14.11
	Printing Expense Total					239.60	14.11
Integration Inc. Total						303.84	17.89
National Technical Honor Society	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC 209802	November (11/04)	1,180.00	98.12
	Non K12 Curriculum Total					1,180.00	98.12
National Technical Honor Society Total						1,180.00	98.12
TPR Education, LLC	Prepaid Other	13514 Prepaid Other	754 ARP ESSER III - LL	LLC 614990	September (9/25)	612,999.80	78,115.88
	Prepaid Other Total					612,999.80	78,115.88
TPR Education, LLC Total						612,999.80	78,115.88
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 185194759	November (11/04)	850.32	50.08
	Office Expense Total					850.32	50.08
ULINE Total						850.32	50.08
Los Angeles Marriott Burbank Airport Hotel	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	620 Title II	LLC 110724	November (11/07)	5,000.00	405.38
	Teacher Training Total					5,000.00	405.38
	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	730 CSI	LLC 110424 9708	November (11/04)	19,519.83	1,583.06
	Travel and Conferences Total					19,519.83	1,583.06
Los Angeles Marriott Burbank Airport Hotel Total						24,519.83	1,988.44
The DBQ Company	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	620 Title II	LLC 1487	October (10/25)	800.00	64.86
	Teacher Training Total					800.00	64.86
The DBQ Company Total						800.00	64.86
WPS	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC Q37558	November (11/05)	1,144.93	61.98
	Materials and Supplies Total					1,144.93	61.98
WPS Total						1,144.93	61.98
Ali Baba Café	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10312024	October	777.03	45.76
	Office Expense Total					777.03	45.76
Ali Baba Café Total						777.03	45.76
Vons	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	11192024	November	15.99	0.94
	Office Expense Total					15.99	0.94
Vons Total						15.99	0.94
Panera Bread	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	6051715820106610	November	353.40	20.81
	Office Expense Total					353.40	20.81
Panera Bread Total						353.40	20.81
Amazon Blink	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-6599901-8717034	November	100.00	5.89
	Dues and Memberships Total					100.00	5.89
Amazon Blink Total						100.00	5.89
Grand Total						814,335.70	92,513.81

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

Vendor	Description	Total
Insperity	PEO - Payroll Services and HR Admin Services provider	543,577.90
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	80,249.18
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	11,650.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	11,590.00
State Board of Equalization	Sales Tax	9,000.00
Effectual Educational Consulting Service	Special Education Services	7,953.23
E-Therapy Intermediate, INC	Special Education Contracted Services	6,839.59
California Teachers Association	Union Dues	6,014.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	4,954.84
Speech Guy, LLC	Special Education Contracted Services	3,793.75
El Paseo Children's Center, Inc.	Special Education Contracted Services	3,769.82
Rids Brother Company Inc	Transportation Services	3,259.40
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	2,845.67
Specialized Therapy Services Inc	Special Education Contracted Services	2,541.25
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	2,538.54
Kadiant, LLC	Special Education Contracted Services	2,049.25
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,010.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	1,985.42
Grace Speech Therapy Corp.	SLP IEP Attendance	1,549.50
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	992.72
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	876.25
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	783.67
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	666.75
Jessica Lteif	Occupational Therapy for SPED Students	600.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	570.00
Augmentative Communications Solutions	Special Education Contracted Services	520.00
Adapted Child's Play	Special Education Contracted Services	163.00
Foundations Therapy Service	Special Education Contracted Services	160.50
Inspire Education Center, LLC	Individual Counseling for SPED Students	150.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	101.25
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	99.38
The Stepping Stones Group LLC	Special Education Contracted Services	97.50
Beyond Blindness, Inc.	Special Education Contracted Services	33.93
eLuma	Special Individual Counseling Services	30.50
Grand Total		**714,016.79**

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5666 - Effectual Educational Consulting Service(CAVA @ Maricopa)					(210.00)
	Bill	12/13/2024	INV-09229		
	Bill	12/13/2024	INV-09236		(300.00)
	Bill	12/13/2024	INV-09241		(420.00)
	Bill	12/13/2024	INV-09256		(360.00)
	Bill	12/13/2024	INV-09270		(135.00)
	Bill	12/13/2024	INV-09283		(240.00)
	Bill	12/13/2024	INV-09298		(166.66)
	Bill	12/13/2024	INV-09308		(652.50)
	Bill	12/13/2024	INV-09312		(780.00)
	Bill	12/13/2024	INV-09321		(85.57)
	Bill	12/13/2024	INV-09332		(246.00)
	Bill	12/13/2024	INV-09339		(150.00)
	Bill	12/13/2024	INV-09360		(3,172.50)
	Bill	12/13/2024	INV-09366		(245.00)
	Bill	12/13/2024	INV-09397		(70.00)
	Bill	12/13/2024	INV-09398		(390.00)
	Bill	12/13/2024	INV-09411		(50.00)
	Bill	12/13/2024	INV-09417		(190.00)
	Bill Payment	12/16/2024	5666		7,863.23
Bill Payment #5645 - Effectual Educational Consulting Service(CAVA @ Maricopa)					(90.00)
	Bill	12/04/2024	101524		
	Bill Payment	12/05/2024	5645		90.00
					0.00
Bill Payment #5672 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(232.75)
	Bill	12/13/2024	INV-07927		
	Bill	12/13/2024	INV-07928		(44.33)
	Bill	12/13/2024	INV-07929		(301.95)
	Bill	12/13/2024	INV-07930		(355.75)
	Bill	12/13/2024	INV-07924		(192.00)
	Bill	12/13/2024	INV-07925		(22.17)
	Bill	12/13/2024	INV-07970		(133.00)
	Bill	12/13/2024	INV-07926		(66.50)
	Bill Payment	12/16/2024	5672		1,348.45
Bill Payment #5651 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(822.09)
	Bill	12/04/2024	INV-07876		
	Bill	12/04/2024	INV-07875		(332.50)
	Bill	12/04/2024	INV-07893		(35.50)
	Bill Payment	12/05/2024	5651		1,190.09
Amount Unapplied - Bill Payment #5651 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(0.00)
					(0.00)
Bill Payment #ACH 12.09.24 - State Board of Equalization(CAVA@MARICOPA)					(9,000.00)
	Bill	11/30/2024	MA Use Tax Nov 24	MA Use Tax Nov 24	
	Bill Payment	12/09/2024	ACH 12.09.24	MA Use Tax Nov 24	9,000.00
					0.00
Bill Payment #ACH Dec 2024 - Insperity(CAVA@MARICOPA)	Bill	12/31/2024	12.01.24 to 12.31.24	12.01.24 to 12.31.24	(543,577.90)
	Bill Payment	12/31/2024	ACH Dec 2024	12.01.24 to 12.31.24	543,577.90
					0.00
Bill Payment #5660 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(103.00)
	Bill	12/13/2024	INV-07354		
	Bill Payment	12/16/2024	5660		103.00
Bill Payment #5636 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(150.00)
	Bill	12/04/2024	INV-07337		
	Bill	12/04/2024	INV-07326		(1,732.42)
	Bill Payment	12/05/2024	5636		1,882.42
					0.00
Bill Payment #5653 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(876.25)
	Bill	12/04/2024	INV-00946		
	Bill Payment	12/05/2024	5653		876.25
					0.00
Bill Payment #5639 - Axis Teletherapy(CAVA @ Maricopa)	Bill	12/04/2024	INV-01101		(645.67)
	Bill	12/04/2024	INV-01137		(47.00)
	Bill	12/04/2024	INV-01129		(45.50)
	Bill	12/04/2024	INV-01146		(45.50)
	Bill Payment	12/05/2024	5639		783.67
					0.00
Bill Payment #5670 - Green Hasson & Janks LLP(CAVA@MARICOPA)					(11,590.00)
	Bill	12/13/2024	98960 - Partial		
	Bill Payment	12/16/2024	5670		11,590.00
					0.00
Bill Payment #5654 - Rids Brother Company Inc(CAVA @ Maricopa)					(3,259.40)
	Bill	12/04/2024	1440		
	Bill Payment	12/05/2024	5654		3,259.40
					0.00
Bill Payment #5674 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	12/13/2024	INV-01222		(1,420.75)
	Bill Payment	12/16/2024	5674		1,420.75
Bill Payment #5656 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	12/04/2024	INV-01191		(1,225.25)
	Bill	12/04/2024	INV-01213		(133.00)
	Bill	12/04/2024	INV-01200		(1,014.75)

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5656 - Speech Guy, LLC(CAVA @ Maricopa)	Bill Payment	12/05/2024	5656		2,373.00
					0.00
Bill Payment #5650 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)	Bill	12/04/2024	INV-00681		(2,010.00)
	Bill Payment	12/05/2024	5650		2,010.00
					0.00
Bill Payment #5661 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)	Bill	12/13/2024	INV-00985		(349.25)
	Bill Payment	12/16/2024	5661		349.25
Bill Payment #5637 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)	Bill	12/04/2024	INV-00969		(317.50)
	Bill Payment	12/05/2024	5637		317.50
					0.00
Bill Payment #5669 - Grace Speech Therapy Corp.(CAVA @ Maricopa)	Bill	12/13/2024	INV-01366		(246.00)
	Bill	12/13/2024	INV-01381		(750.00)
	Bill	12/13/2024	INV-01390		(215.25)
	Bill Payment	12/16/2024	5669		1,211.25
Bill Payment #5647 - Grace Speech Therapy Corp.(CAVA @ Maricopa)	Bill	12/04/2024	INV-01312		(153.75)
	Bill	12/04/2024	INV-01321		(92.25)
	Bill	12/04/2024	INV-01332		(92.25)
	Bill Payment	12/05/2024	5647		338.25
					0.00
Bill Payment #5676 - The Stepping Stones Group LLC(CAVA @ Maricopa)	Bill	12/13/2024	INV-00609		(65.00)
	Bill Payment	12/16/2024	5676		65.00
Bill Payment #5658 - The Stepping Stones Group LLC(CAVA @ Maricopa)	Bill	12/04/2024	INV-00590		(32.50)
	Bill Payment	12/05/2024	5658		32.50
					0.00
Bill Payment #5640 - California Teachers Association(CAVA@MARICOPA)	Bill	12/04/2024	Union Dues - 112024		(6,014.00)
	Bill Payment	12/05/2024	5640		6,014.00
					0.00
Bill Payment #5642 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)	Bill	12/04/2024	INV-00503		(750.00)
	Bill	12/04/2024	INV-00505		(10,000.00)
	Bill	12/04/2024	INV-0768		(900.00)
	Bill Payment	12/05/2024	5642		11,650.00
					0.00
Bill Payment #5664 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)	Bill	12/13/2024	INV-00347		(1,570.65)
	Bill Payment	12/16/2024	5664		1,570.65
Bill Payment #5643 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)	Bill	12/04/2024	INV-00317		(1,275.02)
	Bill Payment	12/05/2024	5643		1,275.02
					0.00
Bill Payment #5665 - E-Therapy Intermediate, INC(CAVA @ Maricopa)	Bill	12/13/2024	INV-08128		(2,376.89)
	Bill	12/13/2024	INV-08145		(24.16)
	Bill	12/13/2024	INV-08151		(24.16)
	Bill Payment	12/16/2024	5665		2,425.21
Bill Payment #5644 - E-Therapy Intermediate, INC(CAVA @ Maricopa)	Bill	12/04/2024	INV-08067		(145.00)
	Bill	12/04/2024	INV-08080		(3,909.38)
	Bill	12/04/2024	INV-08081		(180.00)
	Bill	12/04/2024	INV-08082		(120.00)
	Bill	12/04/2024	INV-08083		(60.00)
	Bill Payment	12/05/2024	5644		4,414.38
Amount Unapplied - Bill Payment #5665 - E-Therapy Intermediate, INC(CAVA @ Maricopa)					0.00
					0.00
Bill Payment #5641 - Chase Boyle dba Snow Counseling(CAVA @ Maricopa)	Bill	12/04/2024	INV-00474		(375.00)
	Bill	12/04/2024	INV-00497		(195.00)
	Bill Payment	12/05/2024	5641		570.00
					0.00
Bill Payment #5667 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)	Bill	12/13/2024	INV-01180		(1,330.00)
	Bill Payment	12/16/2024	5667		1,330.00
Bill Payment #5646 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)	Bill	12/04/2024	INV-01167		(2,439.82)
	Bill Payment	12/05/2024	5646		2,439.82
					0.00
Bill Payment #5648 - Inspire Education Center, LLC(CAVA @ Maricopa)	Bill	12/04/2024	INV-00028		(150.00)
	Bill Payment	12/05/2024	5648		150.00
					0.00
Bill Payment #5673 - PresenceLearning, Inc.(CAVA @ Maricopa)	Bill	12/13/2024	INV-09001		(99.38)
	Bill Payment	12/16/2024	5673		99.38

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5677 - TheraStaffers(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00664		(2,449.00)
	Bill Payment	12/16/2024	5677		2,449.00
Bill Payment #5659 - TheraStaffers(CAVA @ Maricopa)					
	Bill	12/04/2024	INV-00648		(2,505.84)
	Bill Payment	12/05/2024	5659		2,505.84
Bill Payment #12.18.24 - K12 MANAGEMENT INC					**0.00**
	Bill	10/23/2024	INV-003-16856 _ MA-Sep.24-Lease	INV-003-16856 _ MA-Sep.24-Lease	(1,806.09)
	Bill	10/24/2024	INV-003-16921 _ MA-Oct.24-Adobe Lic	INV-003-16921 _ MA-Oct.24-Adobe Lic	(200.00)
	Bill	10/24/2024	INV-003-16939 _ MA-Sep.24-Hotspots	INV-003-16939 _ MA-Sep.24-Hotspots	(45.00)
	Bill	10/24/2024	INV-003-17007 _ MA-Sep.24-OLS	INV-003-17007 _ MA-Sep.24-OLS	(3,896.00)
	Bill	10/24/2024	INV-003-17044 _ MA-Oct.24-TchrOLS	INV-003-17044 _ MA-Oct.24-TchrOLS	(1,320.00)
	Bill	10/21/2024	INV-003-16685 _ MA-Sep.24-SS&T	INV-003-16685 _ MA-Sep.24-SS&T	(19,588.99)
	Bill	11/15/2024	INV-003-17175 _ MA-Nov.24-COM	INV-003-17175 _ MA-Nov.24-COM	(53,393.10)
	Bill Payment	12/18/2024	12.18.24	MA K12 Payment Dec 24	80,249.18
Bill Payment #5635 - Adapted Child's Play(CAVA @ Maricopa)					**0.00**
	Bill	12/04/2024	INV-00502		(163.00)
	Bill Payment	12/05/2024	5635		163.00
Bill Payment #5649 - Kadiant, LLC(CAVA @ Maricopa)					**0.00**
	Bill	12/04/2024	INV-00175		(2,049.25)
	Bill Payment	12/05/2024	5649		2,049.25
Bill Payment #5678 - eLuma(CAVA@MARICOPA)					**0.00**
	Bill	12/13/2024	VST-01138		(30.50)
	Bill Payment	12/16/2024	5678		30.50
Bill Payment #5662 - Augmentative Communications Solutions(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00528		(160.00)
	Bill	12/13/2024	INV-00537		(80.00)
	Bill	12/13/2024	INV-00529		(160.00)
	Bill	12/13/2024	INV-00530		(80.00)
	Bill Payment	12/16/2024	5662		480.00
Bill Payment #5638 - Augmentative Communications Solutions(CAVA @ Maricopa)					(40.00)
	Bill	12/04/2024	INV-00523		
	Bill Payment	12/05/2024	5638		40.00
Bill Payment #5652 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)					**0.00**
	Bill	12/04/2024	INV-00210		(101.25)
	Bill Payment	12/05/2024	5652		101.25
Bill Payment #5655 - Specialized Therapy Services Inc(CAVA@MARICOPA)					**0.00**
	Bill	12/04/2024	INV-01282		(387.50)
	Bill	12/04/2024	INV-01272		(2,153.75)
	Bill Payment	12/05/2024	5655		2,541.25
Bill Payment #5675 - The Miri Center. A Professional Psychological Corporation(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00508		(31.25)
	Bill Payment	12/16/2024	5675		31.25
Bill Payment #5657 - The Miri Center. A Professional Psychological Corporation(CAVA @ Maricopa)					(51.48)
	Bill	12/04/2024	INV-00491		
	Bill	12/04/2024	INV-00488		(909.99)
	Bill Payment	12/05/2024	5657		961.47
Bill Payment #5663 - Beyond Blindness, Inc.(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00166		(33.93)
	Bill Payment	12/16/2024	5663		33.93
Bill Payment #5668 - Foundations Therapy Service(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00875		(160.50)
	Bill Payment	12/16/2024	5668		160.50
Bill Payment #5671 - Jessica Lteif(CAVA @ Maricopa)					**0.00**
	Bill	12/13/2024	INV-00027		(600.00)
	Bill Payment	12/16/2024	5671		600.00
					0.00
					0.00
				Total	**714,016.79**

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Rock And Roll Academy Inc.	1,283.02
Pitney Bowes Bank Inc Purchase Power	1,028.86
Smile From The Inside, Inc.	883.44
Robert Half Inc.	626.16
AppleOne Employment Services	594.82
Barrington Staffing Services	533.53
Solution Tree	474.69
FusionPlus Inc	441.72
DataBasics, Inc.	362.33
AXIS Teletherapy	260.40
Dutch Ryan Plumbing	256.20
N2Y, LLC	252.09
The Back Room Inc	202.60
Supreme Facility Services, Inc.	193.77
Your Way Tree Service Inc.	189.23
Green Hasson & Janks LLP	181.99
UPS	181.30
De Lage Landen Financial Services Inc.	152.44
AT&T Mobility	149.17
Southern California Edison	143.48
Certified Languages International	132.83
Amazon	130.76
Smartsheet	120.00
Comm-Core	115.15
Bill.com	112.61
Quill Corporation	63.71
San Diego County Office of Education	58.90
VistaPrint	56.25
Verizon Wireless	55.72
Pitney Bowes Global Financial Services	35.43
Carmen Gomez Ruiz	35.34
Waste Management	24.76
Everon, LLC	24.71
Successories	22.39
SkillsUSA California	21.62
Your Way Tree Service	21.03
Panera Bread	20.81
Sparkletts	16.51
Paper Recycling & Shredding	6.36
Zoom Video Communications, Inc.	3.67
Doctors Wellness Company LLC dba WellnessMart MD	3.65
Target	2.94

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Crisis Prevention Institute	(89.97)
Grand Total	**9,386.41**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3010	November	600.00	35.34
	Operations and Housekeeping Services Total					600.00	35.34
Carmen Gomez Ruiz Total						600.00	35.34
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 587895	November (11/14)	108.00	6.36
	Office Expense Total					108.00	6.36
Paper Recycling & Shredding Total						108.00	6.36
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E464	November (11/16)	687.19	40.47
				LLC 000073Y68E474	November (11/23)	766.47	45.14
				LLC 000073Y68E484	November (11/30)	331.87	19.55
				LLC 000073Y68E494	December (12/07)	538.03	31.69
			280 SPED	LLC 0000V9159W464	November (11/16)	216.51	11.72
				LLC 0000V9159W474	November (11/23)	259.12	14.03
				LLC 0000V9159W484	November (11/30)	126.87	6.87
				LLC 0000V9159W494	December (12/07)	218.56	11.83
	Shipping Total					3,144.62	181.30
UPS Total						3,144.62	181.30
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7037103-0283-6	December	167.38	9.86
				LLC 7037119-0283-2	December	253.00	14.90
	Operations and Housekeeping Services Total					420.38	24.76
Waste Management Total						420.38	24.76
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44215	November (11/10)	1,723.76	101.52
				LLC 44234	November (11/17)	1,383.55	81.49
				LLC 44281	November (11/24)	1,734.78	102.17
				LLC 44301	December (12/01)	627.04	36.93
			280 SPED	LLC 44215	November (11/10)	1,252.51	67.81
				LLC 44234	November (11/17)	1,011.18	54.74
				LLC 44281	November (11/24)	1,263.41	68.40
				LLC 44301	December (12/01)	378.19	20.47
	Outside Service Total					9,374.42	533.53
Barrington Staffing Services Total						9,374.42	533.53
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1017	December	7,500.00	441.72
	Outside Service-General Total					7,500.00	441.72
FusionPlus Inc Total						7,500.00	441.72
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6100267902	November	946.14	55.72
	Telephone - Adminstration Total					946.14	55.72
Verizon Wireless Total						946.14	55.72
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586113024	November	1,843.50	132.83
	Outside Service-General Total					1,843.50	132.83
Certified Languages International Total						1,843.50	132.83
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1095273	December	1,955.23	115.15
	Communications Total					1,955.23	115.15
Comm-Core Total						1,955.23	115.15
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4199	December	3,290.00	193.77
	Operations and Housekeeping Services Total					3,290.00	193.77
Supreme Facility Services, Inc. Total						3,290.00	193.77
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-8091342-3215427	December	(158.09)	(9.31)
				111-1873909-2980231	November	65.39	3.85
				111-9218980-3079454	November	10.45	0.62
				111-0281402-6303442	November	51.45	3.03
					December	(51.45)	(3.03)
				111-9927450-6479425	November	42.84	2.52
				111-0911356-4419455	November	91.05	5.36
				111-0968943-4197847	November	28.99	1.71
				111-9644540-2953050	November	105.17	6.19
				111-7409433-5659423	November	16.08	0.95
				111-3234543-3685810	November	41.04	2.42
				111-6956924-7437061	November	11.79	0.69
				111-9223665-5998613	November	73.98	4.36
				112-6555593-6572242	December	559.06	32.93
				112-4989912-4816250	December	128.68	7.58
				112-3867591-2032242	December	69.66	4.10
				112-1078457-2085045	December	35.27	2.08
				112-7759803-2234624	December	8.57	0.50
				112-5460287-1609831	December	421.32	24.81
				112-4872460-6030600	December	89.08	5.25
				112-2397542-3125805	December	64.34	3.79
				113-6995912-8137811	December	42.86	2.52
				113-7506436-9087428	December	48.70	2.87
				113-2257596-7971417	December	8.01	0.47
				113-8439877-8627410	December	64.34	3.79
				111-7167610-0494618	December	20.38	1.20
				112-8324314-6421865	December	54.68	3.22
				114-9875718-0406664	December	10.71	0.63
				111-0685862-3342632	December	56.71	3.34
				114-7409982-2252234	December	139.41	8.21
				111-8915250-9240234	December	64.34	3.79
				111-1389809-4477063	December	5.35	0.32
	Office Expense Total					2,220.16	130.76
Amazon Total						2,220.16	130.76
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41387828	November (11/04)	910.39	53.62
				LLC 41626581	November (11/19)	171.28	10.09

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Quill Corporation	Office Expense Total					1,081.67	63.71
Quill Corporation Total						1,081.67	63.71
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 4691785906	November	1,756.68	103.46
				LLC 80557846671578 112824	December	776.09	45.71
	Communications Total					2,532.77	149.17
AT&T Mobility Total						2,532.77	149.17
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3407	November	3,440.00	202.60
	Outside Service-General Total					3,440.00	202.60
The Back Room Inc Total						3,440.00	202.60
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6994210	November (11/16)	3,483.84	205.18
				LLC 01-6997774	November (11/23)	4,887.05	287.83
				LLC 01-7002584	November (11/30)	1,728.72	101.81
	Outside Service Total					10,099.61	594.82
AppleOne Employment Services Total						10,099.61	594.82
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	3.65
	Outside Service-General Total					62.00	3.65
Doctors Wellness Company LLC dba WellnessMart MD Total						62.00	3.65
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24129512987	December	1,410.00	112.61
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 121124	November	2,436.13	143.48
	Utilities Total					2,436.13	143.48
Southern California Edison Total						2,436.13	143.48
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83307606	December	2,588.36	152.44
	Equipment Rental Expense Total					2,588.36	152.44
De Lage Landen Financial Services Inc. Total						2,588.36	152.44
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814119	December	6,152.00	362.33
	Outside Service-General Total					6,152.00	362.33
DataBasics, Inc. Total						6,152.00	362.33
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 112424	December	280.29	16.51
	Office Expense Total					280.29	16.51
Sparkletts Total						280.29	16.51
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2209	December	15,000.00	883.44
	Outside Service-General Total					15,000.00	883.44
Smile From The Inside, Inc. Total						15,000.00	883.44
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64309088	November (11/08)	1,446.19	85.17
				LLC 64324920	November (11/15)	1,440.00	84.81
				LLC 64345939	November (11/22)	1,524.10	89.76
				LLC 64352131	November (11/22)	1,800.00	106.01
				LLC 64369154	November (11/29)	540.00	31.80
				LLC 64370980	November (11/29)	483.40	28.47
				LLC 64397320	December (12/06)	1,598.00	94.12
				LLC 64399069	December (12/06)	1,800.00	106.01
	Outside Service Total					10,631.69	626.16
Robert Half Inc. Total						10,631.69	626.16
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 99382	November (11/23)	3,090.00	181.99
	Accounting Fees Total					3,090.00	181.99
Green Hasson & Janks LLP Total						3,090.00	181.99
Panera Bread	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	6051715820106610	November	353.40	20.81
	Office Expense Total					353.40	20.81
Panera Bread Total						353.40	20.81
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3035	August (8/31)	325.00	17.59
				LLC 3200	November (11/30)	4,485.00	242.80
	Subagreements for Services Total					4,810.00	260.40
AXIS Teletherapy Total						4,810.00	260.40
Dutch Ryan Plumbing	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 172	November (11/08)	3,950.00	232.64
				LLC 177	December (12/09)	400.00	23.56
	Operations and Housekeeping Services Total					4,350.00	256.20
Dutch Ryan Plumbing Total						4,350.00	256.20
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 157037824	December	419.61	24.71
	Operations and Housekeeping Services Total					419.61	24.71
Everon, LLC Total						419.61	24.71
N2Y, 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	131.81
	Non K12 Curriculum Total					2,141.22	131.81
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC INV-1090053	November (11/26)	969.74	59.69

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
N2Y, LLC	Materials and Supplies	56334 Program Fees & Other	280 SPED	LLC INV-1090054	November (11/26)	984.36	60.59
	Materials and Supplies Total					1,954.10	120.29
N2Y, LLC Total						4,095.32	252.09
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 111724	November	17,469.12	1,028.86
	Postage Total					17,469.12	1,028.86
Pitney Bowes Bank Inc Purchase Power Total						17,469.12	1,028.86
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106941166	November (11/28)	601.53	35.43
	Office Expense Total					601.53	35.43
Pitney Bowes Global Financial Services Total						601.53	35.43
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	1,283.02
	Non K12 Curriculum Total					24,000.00	1,283.02
Rock And Roll Academy Inc. Total						24,000.00	1,283.02
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	630 Title III	LLC S313225	November (11/22)	5,600.00	474.69
	Teacher Training Total					5,600.00	474.69
Solution Tree Total						5,600.00	474.69
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	189.23
	Operations and Housekeeping Services Total					3,213.00	189.23
Your Way Tree Service Inc. Total						3,213.00	189.23
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	3.67
	Non K12 Curriculum Total					51.00	3.67
Zoom Video Communications, Inc. Total						51.00	3.67
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	58.90
	Teacher Training Total					1,000.00	58.90
San Diego County Office of Education Total						1,000.00	58.90
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP-CRE	LLC S123922	November (11/15)	260.00	21.62
	Travel and Conferences Total					260.00	21.62
SkillsUSA California Total						260.00	21.62
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)	(89.97)
	Non K12 Curriculum Total					(1,661.84)	(89.97)
Crisis Prevention Institute Total						(1,661.84)	(89.97)
Your Way Tree Service	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	Deposit for Inv 3194	November	357.00	21.03
	Operations and Housekeeping Services Total					357.00	21.03
Your Way Tree Service Total						357.00	21.03
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_RQ11TDDB	November	955.06	56.25
	Office Expense Total					955.06	56.25
VistaPrint Total						955.06	56.25
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	SO-634746 / S446306	November	107.14	6.31
					December	32.16	1.89
				SO-636377 / S447176	December	240.83	14.18
	Office Expense Total					380.13	22.39
Successories Total						380.13	22.39
Smartsheet	Prepaid Other	13514 Prepaid Other	101 General	7610932	December	1,824.00	120.00
	Prepaid Other Total					1,824.00	120.00
Smartsheet Total						1,824.00	120.00
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2-4345-1027-0076-2514-5	December	25.00	1.47
				2-4348-2462-0078-1798-3	December	25.00	1.47
	Office Expense Total					50.00	2.94
Target Total						50.00	2.94
Grand Total						158,334.30	9,386.41

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

Vendor	Description	Total
Insperity	PEO - Payroll Services and HR Admin Services provider	578,336.17
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	466,392.25
CALIFORNIA STATE TEACHER'S RETIREMENT	Retirement Contributions	307,947.84
California Virtual Academy @ LA	Intercompany Settlement	263,954.00
California Virtual Academy @ San Diego	Intercompany Settlement	132,715.00
School Pathways LLC	Annual Subscription	17,650.08
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	12,570.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	7,675.96
California Teachers Association	Union Dues	6,138.00
Effectual Educational Consulting Service	Special Education Services	6,102.47
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	5,982.85
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	5,965.12
State Board of Equalization	Sales Tax	5,560.00
E-Therapy Intermediate, INC	Special Education Contracted Services	4,741.46
Thera-Staffers	Language and Speech Therapy	4,619.00
Speech Guy, LLC	Special Education Contracted Services	4,476.75
Kadiant, LLC	Special Education Contracted Services	3,334.00
Rids Brother Company Inc	Transportation Services	2,565.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,376.08
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,020.00
Grace Speech Therapy Corp.	SLP IEP Attendance	1,814.25
Jabbergym, LLC	Language and Speech Therapy	1,578.13
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	1,207.08
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,180.00
Specialized Therapy Services Inc	Special Education Contracted Services	1,115.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,073.40
Virtual Technologies Group	Computer equip. & installation	906.64
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	825.50
Bridge The Gap Sped, LLC	Special Education Contracted Services	819.38
Chase Boyle dba Snow Counseling	Special Education Contracted Services	555.00
Marnie Young dba Adapted Child's Play	Special Education Contracted Services	489.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	314.55
Inspire Education Center, LLC	Individual Counseling for SPED Students	231.25
The Stepping Stones Group LLC	Special Education Contracted Services	217.10
Jessica Lteif	Occupational Therapy for SPED Students	150.00
Foundations Therapy Service	Special Education Contracted Services	148.50
SpeechRighter, Inc.	Special Education Contracted Services	101.26
Law Offices of Young, Minney & Corr, LLP	Legal Services	75.00
Oxford Consulting Services	Special Education Contracted Services	45.00
eLuma LLC	Special Individual Counseling Services	30.50
Little Ears Therapy Centers	Special Education Contracted Services	30.00
Grand Total		**1,854,028.57**

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5720 - Effectual Educational Consulting Service(CAVA @ Maricopa)					(27.14)
	Bill	01/23/2025	INV-09549		(150.33)
	Bill	01/23/2025	INV-09556		(1,665.00)
	Bill	01/23/2025	INV-09565		(50.00)
	Bill	01/23/2025	INV-09575		(720.00)
	Bill	01/23/2025	INV-09577		(65.00)
	Bill	01/23/2025	INV-09596		(130.00)
	Bill	01/23/2025	INV-09617		(845.00)
	Bill	01/23/2025	INV-09622		(245.00)
	Bill	01/23/2025	INV-09627		(70.00)
	Bill	01/23/2025	INV-09652		(70.00)
	Bill	01/23/2025	INV-09660		4,037.47
	Bill Payment	01/24/2025	5720		(30.00)
Bill Payment #5689 - Effectual Educational Consulting Service(CAVA @ Maricopa)					
	Bill	01/16/2025	INV-09464		(180.00)
	Bill	01/16/2025	INV-09468		(300.00)
	Bill	01/16/2025	INV-09473		(510.00)
	Bill	01/16/2025	INV-09478		(360.00)
	Bill	01/16/2025	INV-09496		(550.00)
	Bill	01/16/2025	INV-09499		(135.00)
	Bill	01/16/2025	INV-09512		2,065.00
	Bill Payment	01/17/2025	5689		0.00
Bill Payment #5724 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					(66.50)
	Bill	01/23/2025	INV-08157		(56.50)
	Bill	01/23/2025	INV-08158		(141.25)
	Bill	01/23/2025	INV-08160		(133.00)
	Bill	01/23/2025	INV-08161		(166.25)
	Bill	01/23/2025	INV-08159		563.50
	Bill Payment	01/24/2025	5724		(828.36)
Bill Payment #5701 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Maricopa)					
	Bill	01/16/2025	INV-07993		(66.50)
	Bill	01/16/2025	INV-07997		(72.05)
	Bill	01/16/2025	INV-07992		(133.00)
	Bill	01/16/2025	INV-08033		(138.55)
	Bill	01/16/2025	INV-08034		(599.43)
	Bill	01/16/2025	INV-08035		(458.00)
	Bill	01/16/2025	INV-08036		(232.75)
	Bill	01/16/2025	INV-08037		(44.33)
	Bill	01/16/2025	INV-08038		(113.00)
	Bill	01/16/2025	INV-08039		(199.50)
	Bill	01/16/2025	INV-08071		(149.63)
	Bill	01/16/2025	INV-08092		(299.25)
	Bill	01/16/2025	INV-08093		(295.50)
	Bill	01/16/2025	INV-08094		(896.75)
	Bill	01/16/2025	INV-08095		(28.25)
	Bill	01/16/2025	INV-08078		(166.25)
	Bill	01/16/2025	INV-08153		(33.25)
	Bill	01/16/2025	INV-08136		(266.84)
	Bill	01/16/2025	INV-08155		(325.00)
	Bill	01/16/2025	INV-08154		(55.43)
	Bill	01/16/2025	INV-08152		5,401.62
	Bill Payment	01/17/2025	5701		0.00
Bill Payment #ACH 01.24.25 - State Board of Equalization(CAVA@MARICOPA)					(5,560.00)
	Bill	12/31/2024	MA Use Tax Dec 24	MA Use Tax Dec 24	5,560.00
	Bill Payment	01/24/2025	ACH 01.24.25	MA Use Tax Payment Q2 Oct 24 to Dec 24	(1,440.00)
Bill Credit #Use Tax True Up Q2 Oct 24 to Dec 24 - State Board of Equalization(CAVA@MARICOPA)					
	Bill	12/31/2024	MA Use Tax Dec 24	MA Use Tax Dec 24	1,440.00
	Bill Credit	01/24/2025	Use Tax True Up Q2 Oct 24 to Dec 24	Use Tax True Up Q2 Oct 24 to Dec 24	0.00
Bill Payment #ACH Jan 2025 - Insperity(CAVA@MARICOPA)	Bill	01/31/2025	01.01.25 to 01.31.25	01.01.25 to 01.31.25	(578,336.17)
	Bill Payment	01/31/2025	ACH Jan 2025	01.01.25 to 01.31.25	578,336.17
					0.00
Bill Payment #5717 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					(1,984.63)
	Bill	01/23/2025	INV-07432		(187.50)
	Bill	01/23/2025	INV-07443		2,172.13
	Bill Payment	01/24/2025	5717		(2,272.33)
Bill Payment #5680 - Anchor Counseling & Education Solutions(CAVA@MARICOPA)					
	Bill	01/16/2025	INV-07407		(2,819.00)
	Bill	01/16/2025	INV-07377		(150.00)
	Bill	01/16/2025	INV-07418		(262.50)
	Bill	01/16/2025	INV-07391		5,503.83
	Bill Payment	01/17/2025	5680		0.00
Bill Payment #5704 - PrentGraf Ltd dba TalkPath Live(CAVA@MARICOPA)					(1,073.40)
	Bill	01/16/2025	INV-00954		1,073.40
	Bill Payment	01/17/2025	5704		0.00
Bill Payment #5682 - Axis Teletherapy(CAVA @ Maricopa)	Bill	01/16/2025	INV-01157		(88.50)
	Bill	01/16/2025	INV-01158		(31.25)

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5682 - Axis Teletherapy(CAVA @ Maricopa)	Bill	01/16/2025	INV-01198		(996.33)
	Bill	01/16/2025	INV-01183		(45.50)
	Bill	01/16/2025	INV-01175		(45.50)
	Bill Payment	01/17/2025	5682		1,207.08
					0.00
Bill Payment #5706 - Rids Brother Company Inc(CAVA @ Maricopa)	Bill	01/16/2025	1442		(2,565.00)
	Bill Payment	01/17/2025	5706		2,565.00
					0.00
Bill Payment #5728 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	01/23/2025	INV-01257		(1,108.50)
	Bill Payment	01/24/2025	5728		1,108.50
Bill Payment #5709 - Speech Guy, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-01245		(1,511.00)
	Bill	01/16/2025	INV-01233		(1,857.25)
	Bill Payment	01/17/2025	5709		3,368.25
					0.00
Bill Payment #5723 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)	Bill	01/23/2025	MK_177		(10.00)
	Bill Payment	01/24/2025	5723		10.00
Bill Payment #5699 - MK Innovations Inc dba The Silly Room(CAVA@MARICOPA)	Bill	01/16/2025	INV-00696		(2,010.00)
	Bill Payment	01/17/2025	5699		2,010.00
					0.00
Bill Payment #5718 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)	Bill	01/23/2025	INV-01027		(349.25)
	Bill Payment	01/24/2025	5718		349.25
Bill Payment #5681 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Maricopa)	Bill	01/16/2025	INV-01000		(127.00)
	Bill	01/16/2025	INV-01012		(349.25)
	Bill Payment	01/17/2025	5681		476.25
					0.00
Bill Payment #5722 - Grace Speech Therapy Corp.(CAVA @ Maricopa)	Bill	01/23/2025	INV-01491		(184.50)
	Bill	01/23/2025	INV-01500		(61.50)
	Bill	01/23/2025	INV-01508		(184.50)
	Bill Payment	01/24/2025	5722		430.50
Bill Payment #5692 - Grace Speech Therapy Corp.(CAVA @ Maricopa)	Bill	01/16/2025	INV-01397		(215.25)
	Bill	01/16/2025	INV-01418		(184.50)
	Bill	01/16/2025	INV-01428		(215.25)
	Bill	01/16/2025	INV-01437		(61.50)
	Bill	01/16/2025	INV-01442		(30.75)
	Bill	01/16/2025	INV-01452		(153.75)
	Bill	01/16/2025	INV-01476		(522.75)
	Bill Payment	01/17/2025	5692		1,383.75
					0.00
Bill Payment #5729 - The Stepping Stones Group LLC(CAVA @ Maricopa)	Bill	01/23/2025	INV-00686		(65.00)
	Bill Payment	01/24/2025	5729		65.00
Bill Payment #5711 - The Stepping Stones Group LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00674		(65.00)
	Bill	01/16/2025	INV-00683		(87.10)
	Bill Payment	01/17/2025	5711		152.10
					0.00
Bill Payment #5684 - California Teachers Association(CAVA@MARICOPA)	Bill	01/16/2025	Union Dues - 122024		(6,138.00)
	Bill Payment	01/17/2025	5684		6,138.00
					0.00
Bill Payment #5686 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Maricopa)	Bill	01/16/2025	INV-00524		(11,970.00)
	Bill	01/16/2025	INV-0947		(600.00)
	Bill Payment	01/17/2025	5686		12,570.00
					0.00
Bill Payment #5719 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)	Bill	01/23/2025	INV-00446		(1,426.89)
	Bill Payment	01/24/2025	5719		1,426.89
Bill Payment #5687 - Communicology, Inc., DBA, TeleSesh(CAVA @ Maricopa)	Bill	01/16/2025	INV-00368		(1,748.14)
	Bill	01/16/2025	INV-00414		(105.00)
	Bill	01/16/2025	INV-00426		(1,071.27)
	Bill	01/16/2025	INV-00392		(1,631.55)
	Bill Payment	01/17/2025	5687		4,555.96
					0.00
Bill Payment #5688 - E-Therapy Intermediate, INC(CAVA @ Maricopa)	Bill	01/16/2025	INV-08165		(4,210.64)
	Bill	01/16/2025	INV-08186		(47.50)
	Bill	01/16/2025	INV-08194		(48.32)
	Bill	01/16/2025	INV-08204		(435.00)
	Bill Payment	01/17/2025	5688		4,741.46
					0.00
Bill Payment #5685 - Chase Boyle dba Snow Counseling(CAVA @ Maricopa)	Bill	01/16/2025	INV-00511		(555.00)
	Bill Payment	01/17/2025	5685		555.00

K12 : SA : Full Financials CA Node : CAVAMARI
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
					0.00
Bill Payment #5690 - El Paseo Children's Center, Inc.(CAVA @ Maricopa)	Bill	01/16/2025	INV-01192		(1,180.00)
	Bill Payment	01/17/2025	5690		1,180.00
					0.00
Bill Payment #5693 - Inspire Education Center, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00035		(231.25)
	Bill Payment	01/17/2025	5693		231.25
					0.00
Bill Payment #5726 - PresenceLearning, Inc.(CAVA @ Maricopa)	Bill	01/23/2025	INV-09088		(414.08)
	Bill	01/23/2025	INV-09070		(775.00)
	Bill	01/23/2025	INV-09060		(198.76)
	Bill	01/23/2025	INV-09111		(237.40)
	Bill Payment	01/24/2025	5726		1,625.24
Bill Payment #5705 - PresenceLearning, Inc.(CAVA @ Maricopa)	Bill	01/16/2025	INV-09017		(469.27)
	Bill	01/16/2025	INV-09052		(231.89)
	Bill	01/16/2025	INV-09056		(49.68)
	Bill Payment	01/17/2025	5705		750.84
Amount Unapplied - Bill Payment #5705 - PresenceLearning, Inc.(CAVA @ Maricopa)					0.00
					0.00
Bill Payment #5712 - Thera-Staffers(CAVA @ Maricopa)	Bill	01/16/2025	INV-00677		(4,619.00)
	Bill Payment	01/17/2025	5712		4,619.00
					0.00
Bill Payment #Wire 01.23.2025 - K12 MANAGEMENT INC	Bill	11/19/2024	INV-003-17380 _ MA-Oct.24-SS&T	INV-003-17380 _ MA-Oct.24-SS&T	(224,258.26)
	Bill	11/18/2024	INV-003-17353 _ MA-Nov.24-Adobe Lic	INV-003-17353 _ MA-Nov.24-Adobe Lic	(70.00)
	Bill	11/15/2024	INV-003-17175 _ MA-Nov.24-COM	INV-003-17175 _ MA-Nov.24-COM	(19,661.90)
	Bill	11/15/2024	INV-003-17222 _ MA-Nov.24-MAT	INV-003-17222 _ MA-Nov.24-MAT	(33,456.00)
	Bill	11/15/2024	INV-003-17267 _ MA-Oct.24-Lease	INV-003-17267 _ MA-Oct.24-Lease	(1,806.09)
	Bill	11/15/2024	INV-003-17306 _ MA-Nov.24-OLS	INV-003-17306 _ MA-Nov.24-OLS	(187,140.00)
	Bill Payment	01/23/2025	Wire 01.23.2025	MA K12 Payment Jan 25	466,392.25
					0.00
Bill Payment #5700 - Marnie Young dba Adapted Child's Play(CAVA @ Maricopa)	Bill	01/16/2025	INV-00504		(244.50)
	Bill	01/16/2025	INV-00514		(244.50)
	Bill Payment	01/17/2025	5700		489.00
					0.00
Bill Payment #5696 - Kadiant, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00200		(1,704.50)
	Bill	01/16/2025	INV-00187		(1,629.50)
	Bill Payment	01/17/2025	5696		3,334.00
					0.00
Bill Payment #5714 - eLuma LLC (CAVA@MARICOPA)	Bill	01/16/2025	VST-01149		(30.50)
	Bill Payment	01/17/2025	5714		30.50
					0.00
Bill Payment #5725 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)	Bill	01/23/2025	INV-00232		(33.75)
	Bill Payment	01/24/2025	5725		33.75
Bill Payment #5703 - Point Quest Pediatric Therapies, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00221		(101.25)
	Bill	01/16/2025	INV-00227		(179.55)
	Bill Payment	01/17/2025	5703		280.80
					0.00
Bill Payment #5708 - Specialized Therapy Services Inc(CAVA@MARICOPA)	Bill	01/16/2025	INV-01289		(1,115.00)
	Bill Payment	01/17/2025	5708		1,115.00
					0.00
Bill Payment #5721 - Foundations Therapy Service(CAVA @ Maricopa)	Bill	01/23/2025	INV-00890		(75.75)
	Bill Payment	01/24/2025	5721		75.75
Bill Payment #5691 - Foundations Therapy Service(CAVA @ Maricopa)	Bill	01/16/2025	INV-00883		(72.75)
	Bill Payment	01/17/2025	5691		72.75
					0.00
Bill Payment #5695 - Jessica Lteif(CAVA @ Maricopa)	Bill	01/16/2025	INV-00033		(150.00)
	Bill Payment	01/17/2025	5695		150.00
					0.00
Bill Payment #5731 - CALIFORNIA STATE TEACHER'S RETIREMENT	Bill	01/28/2025	MA STRS Jan 2025	MA STRS Jan 2025	(154,355.78)
	Bill Payment	01/28/2025	5731	MA STRS Jan 2025	154,355.78
Bill Payment #5679 - CALIFORNIA STATE TEACHER'S RETIREMENT	Bill	12/30/2024	MA STRS Dec 2024	MA STRS Dec 2024	(153,592.06)
	Bill Payment	01/07/2025	5679	MA STRS Dec 2024	153,592.06
					0.00
Bill Payment #5683 - Bridge The Gap Sped, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00236		(819.38)
	Bill Payment	01/17/2025	5683		819.38
					0.00
Bill Payment #5694 - Jabbergym, LLC(CAVA @ Maricopa)	Bill	01/16/2025	INV-00075		(916.67)
	Bill	01/16/2025	INV-00086		(661.46)

K12 : SA : Full Financials CA Node : CAVAMARI
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 #5694 - Jabbergym, LLC(CAVA @ Maricopa)	Bill Payment	01/17/2025	5694		1,578.13
					0.00
Bill Payment #5697 - Law Offices of Young, Minney & Corr, LLP(CAVA@MARICOPA)	Bill	01/16/2025	14164		(75.00)
	Bill Payment	01/17/2025	5697		75.00
					0.00
Bill Payment #5698 - Little Ears Therapy Centers(CAVA @ Maricopa)	Bill	01/16/2025	INV-00182		(30.00)
	Bill Payment	01/17/2025	5698		30.00
					0.00
Bill Payment #5702 - Oxford Consulting Services(CAVA@MARICOPA)	Bill	01/16/2025	INV-01753		(45.00)
	Bill Payment	01/17/2025	5702		45.00
					0.00
Bill Payment #5727 - School Pathways LLC(CAVA@MARICOPA)	Bill	01/23/2025	140-INV8144		(16,884.86)
	Bill Payment	01/24/2025	5727		16,884.86
Bill Payment #5707 - School Pathways LLC(CAVA@MARICOPA)	Bill	01/16/2025	140-INV8046		(765.22)
	Bill Payment	01/17/2025	5707		765.22
					0.00
Bill Payment #5710 - SpeechRighter, Inc.(CAVA @ Maricopa)	Bill	01/16/2025	INV-00351		(101.26)
	Bill Payment	01/17/2025	5710		101.26
					0.00
Bill Payment #5730 - Virtual Technologies Group(CAVA@MARICOPA)	Bill	01/23/2025	213653		(860.70)
	Bill Payment	01/24/2025	5730		860.70
Bill Payment #5713 - Virtual Technologies Group(CAVA@MARICOPA)	Bill	01/16/2025	213599		(45.94)
	Bill Payment	01/17/2025	5713	CM 212586 for Original INV 211959	45.94
					0.00
Bill Payment #5715 - California Virtual Academy @ LA(CAVA@MARICOPA)	Bill	01/23/2025	Intercompany Settlement Jan 25	Intercompany Settlement Jan 25	(263,954.00)
	Bill Payment	01/23/2025	5715	Intercompany Settlement Jan 25	263,954.00
					0.00
Bill Payment #5716 - California Virtual Academy @ San Diego(CAVA@MARICOPA)	Bill	01/23/2025	Intercompany Settlement Jan 25	Intercompany Settlement Jan 25	(132,715.00)
	Bill Payment	01/23/2025	5716	Intercompany Settlement Jan 25	132,715.00
					0.00
					0.00
				Total	**1,854,028.57**

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
ParentSquare Inc.	5,265.73
Pitney Bowes Bank Inc Purchase Power	3,329.61
NCS Pearson, Inc.	2,450.89
Smile From The Inside, Inc.	1,207.36
AppleOne Employment Services	1,007.08
Law Offices of Young, Minney & Corr, LLP	759.72
Robert Half Inc.	680.24
Apple Inc.	632.09
Barrington Staffing Services	617.72
FusionPlus Inc	441.72
Amazon	367.29
DataBasics, Inc.	333.65
AXIS Teletherapy	302.63
Quill Corporation	294.16
UPS	259.35
AT&T Mobility	252.54
The Back Room Inc	202.60
Supreme Facility Services, Inc.	193.77
De Lage Landen Financial Services Inc.	152.44
Southern California Edison	134.58
Texthelp	123.99
Comm-Core	115.81
Bill.com	112.61
Marriott Burbank (event deposit)	105.90
Wood Ranch	90.16
UBEO Business Services	73.64
City of Simi Valley	65.39
Successories	51.77
Ontario Refrigeration	50.83
Verizon Wireless	48.91
Carmen Gomez Ruiz	35.34
Toppers Pizza Place	32.58
Everon, LLC	25.28
Sparkletts	25.13
Waste Management	21.44
Costco	19.58
Paper Recycling & Shredding	19.08
Orkin	18.26
Amazon Capital Services	12.13
Crisis Prevention Institute	11.78
Smart & Final	11.58
Integration Inc.	8.87

Transaction Summary
CAVA @ Maricopa

Vendor	Amount
Krispy Kreme Doughnuts	6.78
Zoom Video Communications, Inc.	4.03
SkillsUSA California	3.33
SkillsUSA	3.33
Castle Branch, Inc	2.44
Vons	2.36
Grand Total	**19,987.45**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3011	December	600.00	35.34
	Operations and Housekeeping Services Total					600.00	35.34
Carmen Gomez Ruiz Total						600.00	35.34
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	6.36
	Office Expense		101 General	LLC 589420	December (12/05)		
				LLC 590477	December (12/19)	108.00	6.36
				LLC 591837	January (1/09)	108.00	6.36
	Office Expense Total					324.00	19.08
Paper Recycling & Shredding Total						324.00	19.08
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				49.56	2.92
	Shipping		101 General	LLC 000073Y68E015	January (1/04)		
				LLC 000073Y68E025	January (1/11)	338.87	19.96
				LLC 000073Y68E504	December (12/14)	727.19	42.83
				LLC 000073Y68E514	December (12/21)	1,224.96	72.14
				LLC 000073Y68E524	December (12/28)	127.55	7.51
				LLC 000073Y68E035	January (1/18)	865.51	50.97
			280 SPED	LLC 0000V9159W015	January (1/04)	24.26	1.31
				LLC 0000V9159W025	January (1/11)	136.35	7.38
				LLC 0000V9159W504	December (12/14)	303.23	16.42
				LLC 0000V9159W514	December (12/21)	223.12	12.08
				LLC 0000V9159W524	December (12/28)	37.77	2.04
				LLC 0000V9159W035	January (1/18)	439.29	23.78
	Shipping Total					4,497.66	259.35
UPS Total						4,497.66	259.35
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7041474-0283-5	January	167.38	9.86
				LLC 7041490-0283-1	January	196.57	11.58
	Operations and Housekeeping Services Total					363.95	21.44
Waste Management Total						363.95	21.44
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,738.13	102.37
	Outside Service		101 General	LLC 44322	December (12/08)		
				LLC 44342	December (12/15)	1,737.22	102.31
				LLC 44365	December (12/22)	1,606.62	94.62
				LLC 44413	January (1/12)	1,391.48	81.95
				LLC 44432	January (1/19)	1,697.20	99.96
			280 SPED	LLC 44322	December (12/08)	1,259.89	68.21
				LLC 44342	December (12/15)	1,261.49	68.29
	Outside Service Total					10,692.03	617.72
Barrington Staffing Services Total						10,692.03	617.72
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services				7,500.00	441.72
	Outside Service-General		101 General	LLC INV-1018	January		
	Outside Service-General Total					7,500.00	441.72
FusionPlus Inc Total						7,500.00	441.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				11,302.50	743.56
	Legal Fees		101 General	LLC 14159	December		
			280 SPED	LLC 14159	December	262.50	16.16
	Legal Fees Total					11,565.00	759.72
Law Offices of Young, Minney & Corr, LLP Total						11,565.00	759.72
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				830.50	48.91
	Telephone - Adminstration		101 General	LLC 6102713540	December		
	Telephone - Adminstration Total					830.50	48.91
Verizon Wireless Total						830.50	48.91
Comm-Core		53801 Phone & Internet Expense : Telephone				1,966.30	115.81
	Communications		101 General	LLC 1096402	January		
	Communications Total					1,966.30	115.81
Comm-Core Total						1,966.30	115.81
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4239	January	3,290.00	193.77
	Operations and Housekeeping Services Total					3,290.00	193.77
Supreme Facility Services, Inc. Total						3,290.00	193.77
Amazon		52802 Office Supplies Expense : Office Supplies - COS				5.35	0.32
	Office Expense		101 General	111-1389809-4477063	December		
				111-8598373-4797803	December	14.48	0.85
				111-0049993-0462665	December	210.20	12.38
				111-0421503-6381861	January	37.24	2.19
				111-5487791-9996257	January	147.80	8.70
				112-0468315-0894610	January	126.21	7.43
				112-9180633-6917861	January	382.86	22.55
				111-4137281-9957039	January	439.36	25.88
				111-1748760-5282649	January	278.52	16.40
				113-9260807-3617807	January	463.94	27.32
				113-3442894-2568235	January	18.22	1.07
				111-3214755-4714630	January	30.01	1.77
				113-4797694-1113868	January	802.02	47.24
				113-1118993-4847417	January	43.95	2.59
				113-8716299-2531445	January	43.95	2.59
				111-2401976-2835447	January	29.49	1.74
				113-1129720-8911439	January	136.73	8.05
				113-3151138-3799448	January	150.14	8.84
				113-3326897-8690661	January	127.62	7.52
				111-1837285-2573030	January	10.71	0.63
				113-7626242-5185005	January	91.68	5.40
		(blank)	101 General	113-5860957-5085014	January	32.15	1.89
				113-5205162-8373006	January	45.68	2.69
				113-4266060-6153025	January	176.50	10.40
				113-8617391-4513053	January	2,391.44	140.85
	Office Expense Total					6,236.25	367.29
Amazon Total						6,236.25	367.29
Quill Corporation		52802 Office Supplies Expense : Office Supplies - COS				237.42	13.98
	Office Expense		101 General	LLC 41772195	December (12/02)		
				LLC 41826752	December (12/04)	838.75	49.40
				LLC 41874979	December (12/06)	275.09	16.20

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Quill Corporation	Office Expense	52802 Office Supplies Expense :	101 General	LLC 41991123	December (12/13)	2,664.41	156.92
				LLC 42269739	January (1/07)	978.96	57.66
	Office Expense Total					4,994.63	294.16
Quill Corporation Total						4,994.63	294.16
		53801 Phone & Internet Expense :				1,756.68	103.46
AT&T Mobility	Communications	Telephone	101 General	LLC 2214107903	December		
				LLC 8055784667158		774.48	45.61
				122824	January		
				LLC 60439847908	January	1,756.68	103.46
	Communications Total					4,287.84	252.54
AT&T Mobility Total						4,287.84	252.54
		51801 Professional Svcs & Outside Labor : Other Professional				3,440.00	202.60
The Back Room Inc	Outside Service-General	Services	101 General	LLC INV-3469	December		
	Outside Service-General Total					3,440.00	202.60
The Back Room Inc Total						3,440.00	202.60
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				5,707.14	336.13
AppleOne Employment Services	Outside Service	Help	101 General	LLC 01-7006624	December (12/07)		
				LLC 01-7010746	December (12/14)	5,461.54	321.66
				LLC 01-7014931	December (12/21)	3,778.56	222.54
				LLC 01-7026236	January (1/15)	2,152.08	126.75
	Outside Service Total					17,099.32	1,007.08
AppleOne Employment Services Total						17,099.32	1,007.08
		55801 Dues, Memberships &				1,410.00	112.61
Bill.com	Dues and Memberships	Research Svcs : Memberships	101 General	25019865823	January		
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
		53302 Rent and Utilities : Utilities,		LLC 700203189681		2,285.03	134.58
Southern California Edison	Utilities	CAM, and Real Estate	101 General	011025	December		
	Utilities Total					2,285.03	134.58
Southern California Edison Total						2,285.03	134.58
		55304 Facilities & Equipment Rental Expense : Equipment				2,588.36	152.44
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Rental	101 General	LLC 83414172	January		
	Equipment Rental Expense Total					2,588.36	152.44
De Lage Landen Financial Services Inc. Total						2,588.36	152.44
		51801 Professional Svcs & Outside Labor : Other Professional				5,665.15	333.65
DataBasics, Inc.	Outside Service-General	Services	101 General	LLC 0814237	January		
	Outside Service-General Total					5,665.15	333.65
DataBasics, Inc. Total						5,665.15	333.65
		52802 Office Supplies Expense :				320.26	18.86
Sparkletts	Office Expense	Office Supplies - COS	101 General	LLC 15182654 122224	January		
				LLC 15182654 011925	January	106.43	6.27
	Office Expense Total					426.69	25.13
Sparkletts Total						426.69	25.13
		51801 Professional Svcs & Outside Labor : Other Professional				15,000.00	883.44
Smile From The Inside, Inc.	Outside Service-General	Services	101 General	LLC 2210	January		
				LLC 2211	January (1/15)	5,500.00	323.93
	Outside Service-General Total					20,500.00	1,207.36
Smile From The Inside, Inc. Total						20,500.00	1,207.36
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				1,800.00	106.01
Robert Half Inc.	Outside Service	Help	101 General	LLC 64430124	December (12/13)		
				LLC 64441962	December (12/13)	1,510.31	88.95
				LLC 64452364	December (12/20)	1,443.00	84.99
				LLC 64470313	December (12/20)	1,620.00	95.41
				LLC 64527222	January (1/10)	1,461.76	86.09
				LLC 64527842	January (1/10)	1,301.25	76.64
				LLC 64546868	January (1/17)	913.60	53.81
				LLC 64550320	January (1/17)	1,499.95	88.34
	Outside Service Total					11,549.87	680.24
Robert Half Inc. Total						11,549.87	680.24
		51817 Professional Svcs & Outside Labor : Special Education				5,590.00	302.63
AXIS Teletherapy	Subagreements for Services	Professional Services	280 SPED	LLC 3262	December		
	Subagreements for Services Total					5,590.00	302.63
AXIS Teletherapy Total						5,590.00	302.63
	Operations and Housekeeping	53400 Rent and Utilities : Repairs				429.18	25.28
Everon, LLC	Services	and Maintenance	101 General	LLC 157372971	January		
	Operations and Housekeeping Services Total					429.18	25.28
Everon, LLC Total						429.18	25.28
Pitney Bowes Bank Inc Purchase Power		54301 Postage & Delivery Expense		LLC 8000-9090-1005-		28,706.59	1,690.70
	Postage	: Postage	101 General	2145 121624	December		
				LLC 8000-9090-1005-		27,827.31	1,638.91
				2145 011625	January		
	Postage Total					56,533.90	3,329.61
Pitney Bowes Bank Inc Purchase Power Total						56,533.90	3,329.61
		56410 Program Fees & Other Instructional : Program Fees - Non				19.00	1.37
Zoom Video Communications, Inc.	Non K12 Curriculum	K12 Curriculum	480 SUPP - Student Training	LLC INV285428588	December (12/18)		
				LLC INV289349502	January (1/18)	37.00	2.67
	Non K12 Curriculum Total					56.00	4.03
Zoom Video Communications, Inc. Total						56.00	4.03
		56410 Program Fees & Other Instructional : Program Fees - Non				40.00	3.33
SkillsUSA California	Non K12 Curriculum	K12 Curriculum	310 SUPP – CRE	LLC N122717	October (10/07)		
	Non K12 Curriculum Total					40.00	3.33
SkillsUSA California Total						40.00	3.33
		56313 Program Fees & Other Instructional : Program Fees -				200.00	11.78
Crisis Prevention Institute	Teacher Training	Professional Development	101 General	LLC NAIN-130338	December (12/23)		
	Teacher Training Total					200.00	11.78

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Crisis Prevention Institute Total						**200.00**	**11.78**
		52802 Office Supplies Expense :				128.66	7.58
Successories	Office Expense	Office Supplies - COS	101 General	SO-636375 / S447175	December		
				SO-636833 / S447424	December	750.32	44.19
	Office Expense Total					**878.98**	**51.77**
Successories Total						**878.98**	**51.77**
		56410 Program Fees & Other Instructional : Program Fees - Non				224.00	12.13
Amazon Capital Services	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC 1YQV-7QWY-GPTX	January (1/13)		
	Non K12 Curriculum Total					**224.00**	**12.13**
Amazon Capital Services Total						**224.00**	**12.13**
		56410 Program Fees & Other Instructional : Program Fees - Non				866.95	249.99
Apple Inc.	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC MB49289508	January (1/08)		
	Non K12 Curriculum Total					**866.95**	**249.99**
		54811 Computer & Maintenance				175.00	9.47
	Computer Expense	Expense : Repairs & Maintenance	280 SPED	LLC MB42251435	December (12/09)		
				LLC MB42899458	December (12/16)	3,193.15	172.87
				LLC MB49022914	January (1/09)	3,514.90	190.29
				LLC MB49449639	January (1/08)	175.00	9.47
	Computer Expense Total					**7,058.05**	**382.10**
Apple Inc. Total						**7,925.00**	**632.09**
		51801 Professional Svcs & Outside Labor : Other Professional				41.50	2.44
Castle Branch, Inc	Outside Service-General	Services	101 General	LLC 0978391-IN	December (12/17)		
	Outside Service-General Total					**41.50**	**2.44**
Castle Branch, Inc Total						**41.50**	**2.44**
		53302 Rent and Utilities : Utilities,				1,110.19	65.39
City of Simi Valley	Utilities	CAM, and Real Estate	101 General	LLC 70869633	December (12/18)		
	Utilities Total					**1,110.19**	**65.39**
City of Simi Valley Total						**1,110.19**	**65.39**
		54301 Postage & Delivery Expense				18.98	1.12
Integration Inc.	Postage	: Postage	101 General	LLC 2412140	December (12/31)		
	Postage Total					**18.98**	**1.12**
		52801 Office Supplies Expense : Business Expense/Printing &				131.70	7.76
	Printing Expense	Reproduction	101 General	LLC 2412140	December (12/31)		
	Printing Expense Total					**131.70**	**7.76**
Integration Inc. Total						**150.68**	**8.87**
		56410 Program Fees & Other Instructional : Program Fees - Non				9,310.00	705.03
NCS Pearson, Inc.	Non K12 Curriculum	K12 Curriculum	310 SUPP – CRE	LLC 27065818	October (10/22)		
				LLC 27373679	January (1/08)	23,054.00	1,745.85
	Non K12 Curriculum Total					**32,364.00**	**2,450.89**
NCS Pearson, Inc. Total						**32,364.00**	**2,450.89**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs				863.00	50.83
Ontario Refrigeration	Services	and Maintenance	101 General	LLC GW33971M	January (1/01)		
	Operations and Housekeeping Services Total					**863.00**	**50.83**
Ontario Refrigeration Total						**863.00**	**50.83**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs				155.00	9.13
Orkin	Services	and Maintenance	101 General	LLC 272873819	November (11/05)		
				LLC 272873820	December (12/03)	155.00	9.13
	Operations and Housekeeping Services Total					**310.00**	**18.26**
Orkin Total						**310.00**	**18.26**
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-15704	November (11/01)	63,328.32	5,265.73
	Prepaid Other Total					**63,328.32**	**5,265.73**
ParentSquare Inc. Total						**63,328.32**	**5,265.73**
		66001 SG&A - Conferences and Events Expense : Events-				40.00	3.33
SkillsUSA	Travel and Conferences	Information Sessions	310 SUPP – CRE	LLC CI-18151-202412	December (12/18)		
	Travel and Conferences Total					**40.00**	**3.33**
SkillsUSA Total						**40.00**	**3.33**
		56410 Program Fees & Other Instructional : Program Fees - Non				2,014.18	123.99
Texthelp	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC 79225	December (12/13)		
	Non K12 Curriculum Total					**2,014.18**	**123.99**
Texthelp Total						**2,014.18**	**123.99**
		55304 Facilities & Equipment Rental Expense : Equipment				1,250.33	73.64
UBEO Business Services	Equipment Rental Expense	Rental	101 General	LLC 4760150	January (1/13)		
	Equipment Rental Expense Total					**1,250.33**	**73.64**
UBEO Business Services Total						**1,250.33**	**73.64**
		52802 Office Supplies Expense :				140.53	8.28
Smart & Final	Office Expense	Office Supplies - COS	101 General	016430	December		
				015460	January	56.01	3.30
	Office Expense Total					**196.54**	**11.58**
Smart & Final Total						**196.54**	**11.58**
		52802 Office Supplies Expense :				1,530.85	90.16
Wood Ranch	Office Expense	Office Supplies - COS	101 General	31727592091877300	December		
	Office Expense Total					**1,530.85**	**90.16**
Wood Ranch Total						**1,530.85**	**90.16**
		56313 Program Fees & Other Instructional : Program Fees -				1,500.00	105.90
Marriott Burbank (event deposit)	Teacher Training	Professional Development	480 - SUPP	12182024	December		
	Teacher Training Total					**1,500.00**	**105.90**
Marriott Burbank (event deposit) Total						**1,500.00**	**105.90**
		52802 Office Supplies Expense :				332.37	19.58
Costco	Office Expense	Office Supplies - COS	101 General	1162030443 - # 653	December		
	Office Expense Total					**332.37**	**19.58**
Costco Total						**332.37**	**19.58**
		52802 Office Supplies Expense :				115.14	6.78
Krispy Kreme Doughnuts	Office Expense	Office Supplies - COS	101 General	31872174921908200	December		
	Office Expense Total					**115.14**	**6.78**
Krispy Kreme Doughnuts Total						**115.14**	**6.78**
		52802 Office Supplies Expense :				40.00	2.36
Vons	Office Expense	Office Supplies - COS	101 General	702422453130	January		
	Office Expense Total					**40.00**	**2.36**

Transaction Details
CAVA @ Maricopa

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	MC
Vons Total						40.00	2.36
Toppers Pizza Place	Office Expense	(blank)	101 General	117538386	January	553.23	32.58
	Office Expense Total					553.23	32.58
Toppers Pizza Place Total						553.23	32.58
Grand Total						299,729.97	19,987.45

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

APPROVED

BOARD REPORT #04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: 2024-25 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at Maricopa ratify the following 2024-25 Employment Agreements and Terminations.

BACKGROUND:
California Virtual Academy at Maricopa offered contracts to teachers to meet the enrollment demands of the 2024-25 school year.

New Hires:

Last Name	First Name	Title	FTE
Martinez	Suzanna	Teacher, Middle School	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
Cabrera	Roberto	Teacher, High School, Substitute	0.0

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 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 Maricopa.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 6 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					X
Devon Freitas	X				X	
Heidi Grantham	X					
Carly Parker	X					
Yvette Villa	X					
Mirna Chalhoub	X					

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT #05

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: 2025-2026 School Calendar

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at Maricopa 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: 6 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas	X					
Heidi Grantham	X					X
Carly Parker	X					
Yvette Villa	X					
Mirna Chalhoub	X				X	

CAVA 2025 -2026 School Calendar

July 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	31		

August 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
31						12

September 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				
						21

October 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	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						13

December 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	31			
						15

January 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
						15

February 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
						19

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				
						22

April 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		
						16

May 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						20

June 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				
						5

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

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

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

A	12				
S	21				
O	22				
N	13				
D	15	Aug	12	Jan	5
J	15	Sep	21	Feb	19
F	19	Oct	22	Mar	22
M	22	Nov	13	Apr	16
A	16	Dec	15	May	20
M	20	Jan	10	June	5
J	5				
	180		93		87

holiday (no school)

testing

first/last day

non-student teacher work day

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT MARICOPA GOVERNING BOARD

BOARD REPORT #06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 27, 2025

SUBJECT: School Accountability Report Card

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Maricopa 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:
Lara Titizian
Director of Elementary

Ayes: 6 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _2/27/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas	X				X	
Heidi Grantham	X					
Carly Parker	X					
Yvette Villa	X					
Mirna Chalhoub	X					X

California Virtual Academy at Maricopa

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DATAQUEST
California DEPARTMENT OF EDUCATION

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

California School Dashboard

California School DASHBOARD

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

Internet Access

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

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

2024-25 School Contact Information

School Name	California Virtual Academy at Maricopa
Street	50 Moreland Ave
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	15-63628-037687

2024-25 District Contact Information

District Name	California Virtual Academy at Maricopa
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 Maricopa 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 1,200 students from the following counties, Kern, Inyo, and Santa Barbara.

California Virtual Academy at Maricopa 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	79
Grade 1	82
Grade 2	76
Grade 3	63
Grade 4	66
Grade 5	87
Grade 6	89
Grade 7	133
Grade 8	138
Grade 9	125
Grade 10	113
Grade 11	109
Grade 12	87
Total Enrollment	1,247

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1
Male	45.9
American Indian or Alaska Native	0.6
Asian	4.2
Black or African American	10
Filipino	0.4
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.2
White	27.1
English Learners	11.5
Homeless	1.3
Socioeconomically Disadvantaged	78.8
Students with Disabilities	12.8

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)	32.50	97.25	242.20	47.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.60	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	2.15	252.20	49.23	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.57	8.20	1.61	18854.30	6.86
Total Teaching Positions	33.40	100.00	512.30	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)	32.60	96.80	223.90	46.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.16	5.80	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.72	240.70	49.94	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.30	8.50	1.76	15831.90	5.67
Total Teaching Positions	33.70	100.00	482.00	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)	44.30	97.66	240.40	47.62	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.30	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.04	10.60	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.76	248.30	49.19	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.48	3.90	0.78	14303.80	5.15
Total Teaching Positions	45.30	100.00	504.90	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	0.30	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.30	0

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	0.00	0.1
Local Assignment Options	0.70	0.50	0.6
Total Out-of-Field Teachers	0.70	0.50	0.8

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	0.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	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 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	Yes	0%
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA Summit World History I 6th, Summit World History II 7th, Summit American History to the Late 1800s (CA) 8th 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	Yes	0%
Foreign Language	Elementary Chinese 1 (2nd), Elementary Spanish 1 (2nd-5th), Elementary Chinese 1 (3rd-5th) Elementary Spanish II (3rd-5th), Elementary Chinese II (3rd-5th) WLG MS Spanish IA/ IIA Spanish 1, 2, 3, & CS Spanish 4 (HS), French 1, 2, 3	Yes	0%
Health	Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course. High School Summit Skills for Health	Yes	0%
Visual and Performing Arts	Embark Art (TK), Art K E1, Art 1 E1, Art 2 E1, Art 3 E1, Art 4 E1, Summit Early American Art (5th) Embark Music (TK), Music K ED, Music 1 ED, Music 2 ED, Music 3 ED, Music 4 ED, Music 5 ED Summit Intermediate World Art I (6) & 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,	Yes	0%

	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 is a non-site based virtual school.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	35	31	44	42	46	47
Mathematics (grades 3-8 and 11)	21	20	27	26	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	750	708	94.40	5.60	30.78
Female	411	394	95.86	4.14	31.55
Male	339	314	92.63	7.37	29.81
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	33.33
Black or African American	85	80	94.12	5.88	21.52
Filipino	--	--	--	--	--
Hispanic or Latino	369	349	94.58	5.42	29.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	50	90.91	9.09	42.86
White	202	192	95.05	4.95	33.85
English Learners	89	80	89.89	10.11	7.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	611	575	94.11	5.89	28.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	86	81.90	18.10	12.94

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	751	709	94.41	5.59	19.92
Female	412	394	95.63	4.37	17.30
Male	339	315	92.92	7.08	23.17
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	14.29
Black or African American	85	80	94.12	5.88	8.75
Filipino	--	--	--	--	--
Hispanic or Latino	369	349	94.58	5.42	22.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	51	91.07	8.93	16.00
White	202	192	95.05	4.95	22.40
English Learners	89	80	89.89	10.11	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	612	576	94.12	5.88	18.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	87	82.86	17.14	11.49

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)	22.75	20.39	8.25	13.79	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	440	410	93.18	6.82	20.24
Female	247	234	94.74	5.26	18.38
Male	192	175	91.15	8.85	22.86
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	13.33
Black or African American	37	32	86.49	13.51	15.63
Filipino	--	--	--	--	--
Hispanic or Latino	211	201	95.26	4.74	18.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	31	91.18	8.82	16.13
White	134	123	91.79	8.21	25.20
English Learners	44	38	86.36	13.64	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	347	325	93.66	6.34	17.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	49	85.96	14.04	4.08

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	205
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80
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	97.93
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	21.74

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	14.7	14.7	14.7	14.7	14.7
Grade 7	16.5	16.5	16.5	16.5	16.5
Grade 9	6.7	6.7	6.7	6.7	6.7

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	26.7	22.6	18.2	19	18.2	16.9	7.8	8.2	8.9
Graduation Rate	73.3	77.4	79.5	73.8	78.4	79.4	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	88	70	79.5
Female	42	36	85.7
Male	46	34	73.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	40	30	75.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	38	32	84.2
English Learners	12	8	66.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	74	58	78.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	1681	1552	192	12.4
Female	919	854	111	13.0
Male	762	698	81	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	--	--	--
Asian	54	52	7	13.5
Black or African American	171	154	13	8.4
Filipino	--	--	--	--
Hispanic or Latino	873	801	111	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	106	105	17	16.2
White	446	416	42	10.1
English Learners	193	178	23	12.9
Foster Youth	--	--	--	--
Homeless	35	32	7	21.9
Socioeconomically Disadvantaged	1359	1263	161	12.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	260	233	33	14.2

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	0.27	0.34	0.36	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	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	6	12	2	
1	5	13	1	1
2	6	7		1
3	6	14	1	1
4	6	10		1
5	9	6	1	1
6	4	62		3
Other	39			1

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	14	5	2	
1	6	11	2	
2	12	3	2	
3	15	2	3	
4	17	2	3	
5	14	4		
6	6	42	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	11	4	2	
1	10	5	3	
2	8	9	1	
3	4	15		
4	6	10	1	
5	15	4	2	
6	11	16	2	

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	6	63		
Mathematics	6	47		
Science	7	37		
Social Science	7	43		

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	6	76		
Mathematics	8	53	1	
Science	8	31		
Social Science	6	50		

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	7	78		
Mathematics	8	58	1	
Science	7	40		
Social Science	7	50		

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	831.33

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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
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	$14,583	$3,646	$10,937	$63,343
District	N/A	N/A	$8,595	$60,357
Percent Difference - School Site and District	N/A	N/A	24.0	4.8
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	1.5	-21.6

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	$49,690	$50,757
Mid-Range Teacher Salary	$65,952	$75,693
Highest Teacher Salary	$87,351	$105,687
Average Principal Salary (Elementary)	$0	$121,443
Average Principal Salary (Middle)	$0	$132,509
Average Principal Salary (High)	$0	$133,106
Superintendent Salary	$188,992	$167,660
Percent of Budget for Teacher Salaries	16%	26%
Percent of Budget for Administrative Salaries	2%	6%

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	3.2

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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

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